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THE PERCEPTIONS OF NORTH CAROLINA SOCIAL STUDIES TEACHERS IN  
RELATION TO PRACTICE AND THEORY: A FACTOR ANALYSIS OF THE  
"GRASP" MODEL OF SOCIAL STUDIES EDUCATION

*The University of North Carolina at Greensboro*

Ed.D. 1984

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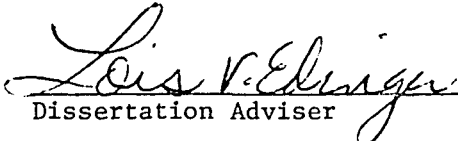
by

Donald C. Bohlen

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Doctor of Education

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Approved by

  
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APPROVAL PAGE

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This study was designed with two purposes relating to the ongoing examination of the field of social studies. First, to subject the GRASP model of social studies to factor analysis and second, to assess, as far as possible, how classroom teachers define the field of social studies within the context of that model.

To acquire data a revised needs assessment instrument, conceptually based on Arnoff's GRASP model, was utilized. The model was built around five components: General Education, Reflexive Education, Active Citizenship Education, Scholarly/Social Science Education, and Preserving Citizenship Education.

The assessment instrument was sent to 350 randomly selected secondary social studies teachers in North Carolina who were requested to respond to the instrument twice. The first set of responses, the "As Is" responses, was designed to elicit perceptions about the present status of social studies instruction. The second set of responses, the "Should Be" responses, was designed to elicit how teachers thought social studies should be taught. Responses were recorded on a Likert-type scale for the 35 statements of the instrument.

Usable data were obtained from 132 (37.71 percent) respondents. The data were treated as two instruments and both were subjected to a factor analysis. One purpose was to validate the GRASP model; therefore, the statistical program was instructed to generate only five factors. For



the purpose of examining differences between current practices and proposed positions, a set of factor scores was generated for each respondent.

The factor analysis produced a factor matrix for the "As Is" responses and for the "Should Be" responses. The GRASP model did not factor as designed. The data from the "As Is" matrix indicated the existence of three factors corresponding to the GRASP model, labeled, respectively, General Knowledge Education, General Education, and Scholarly/Social Science Education. The remaining components of the model did not appear within a factor within the "As Is" factor.

The "Should Be" matrix indicated the existence of only two corresponding components, those of Scholarly/Social Science Education and General Education. Again the remaining components did not factor independently.

In general, the analysis of the factor scores did not indicate any specific patterns. There were different perceptions between what is and what should be. Responses were recorded that were neither supportive of the five factors as examples of current practice nor supportive that the factors should be examples of practice. For those respondents, there were no clues as to what they thought social studies education either is or should be.

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To all those who, for the past five years, took both an interest in my work and in me personally, I wish to say thank you.

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To my wife and friend, Patsy, thank you for having faith in me. This was but one adventure in our journey together.

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## CHAPTER I

### INTRODUCTION AND BACKGROUND

What are the social studies? The 1926 edition of the Encyclopedia of Education made no mention of social studies, only social science. Numerous brief historical accounts of the social studies field have been written (Barr, Barth, & Shermis, 1977; Barth & Shermis, 1980; Morrissett, 1981b). In her article "Social Studies Reform 1880-1980," Hertzberg produced a much longer and more detailed historical account, although it should be noted that Davis (1981) argued that there is still much to be done in understanding the origins of the field.

The direction of the field has been subject to a variety of influences and pressures. However, the fact remains that the field is still in a state of flux. Cherryholmes (1982) called attention to a growing collection of criticisms concerning fundamental misconceptions in the existing social studies definitions. Those concerns spanned a wide range conceptually and historically. Along the same lines, Shaver (1977) stated, "The assumptions underlying much of what we do in social studies education are badly in need of examination. Rationale-building is the major task we face, or ought to face" (p. 307). Morrissett, Hawke, and Superka (1980) echoed those fundamental concerns. They stated, "At all levels of the profession there continues to be confusion about the basic purpose of social studies" (p. 565).

One dimension that seemed to be lacking in social studies education was a harmony between rhetoric (theory) and practice. Kant (1974) reminded the reader that there must be a link between theory and practice, a way of moving from one to the other. Each should inform the other.

This lack of harmony might be accounted for by a division of labor within the field. Mehlinger (1981) and Shaver (1981) addressed that division and defined the participants. Shaver marked the distinction between social studies "intelligentsia" and teachers. The intelligentsia are those within the field who think about social studies, or more precisely what it should be, as opposed to teachers who do or teach social studies. Of the intelligentsia Shaver (1981) stated, "They have a different view, a different frame of reference; they are concerned with different matters" (p. 124).

The concept of frame of reference, or perspective, is of utmost importance. In his book The Vantage Point, President Lyndon Johnson (1969) spoke to the issue of perspective in an interesting and honest fashion. The former president stated, "I have not written these chapters to say, 'This is how it was', but to say, 'This is how I saw it from my vantage point'" (p. ix). Shaver (1981) pointed out the relative importance of the difference between the two points of view. He stated, "Publications and speeches about social studies are likely to present views quite different from those of teachers in the schools. But what teachers believe is by far the more important factor in determining the social studies experiences of elementary and secondary school students" (p. 125).

Mehlinger (1981) spoke of "leaders" and of classroom teachers. He also directed attention to the problem of such definitions. The term classroom teacher presented no real problem. But what of being a leader? The term suggests that there are also those who are followers. Mehlinger believed that just because an individual is an authority does not necessarily qualify the individual as a "leader." Regardless of the terms, a distinction separated theorist from practitioner. Perhaps it is a

distinction of purpose. Perhaps it is not. Kant (1974) suggested "... there may be theoreticians who, for lack of judgment, can never be practical" (p. 41).

Ponder (1981) defined the gap between theory and practice as the difference between discourse and practice. That which is being advocated for the social studies is not the same as what is actually taking place in the classroom. He observed that, "Advocates of the several conceptions of social studies education have largely ignored life in the classroom and assumed that curriculum structures and teachers could produce the kinds of changes they recommend" (p. 209). In support of that conclusion, Ponder referred to the period of the "New Social Studies."

During the curriculum revisions of the 1960's there were numerous projects established and funded. Jerome Bruner's The Process of Education played a significant role in the formation of the projects. The primary sources for the projects were history and the social sciences. Reviewing twelve national projects Fenton and Goode (1965) reported that eleven of the twelve projects had as their basic structure the disciplines of the social sciences. Facts and memorization were replaced by inquiry. Students were to learn to use the methods of the social scientist.

Citing recent studies, Ponder (1981) suggested that the curriculum, for a number of reasons, was unsuccessful. History and geography remained the dominant subjects and curriculum was still based upon the textbook. The vast majority of teachers did not participate in the implementation of the projects. The assumption was made, and is still being made, that teachers believed the changes should be made. Is that known?

In a written version of his Presidential Address at the 61st Annual Meeting of the National Council for the Social Studies, Kaltsounis (1982)

talked about a renaissance for the social studies. To bring about that renaissance the field, according to Kaltsounis, needed to recruit students who have an attraction for theory. That is certainly an interesting statement, but what does it imply? Are social studies teachers void of theories concerning the field? Mehlinger (1981) pointed out it would be incorrect to draw such a conclusion.

What then is lacking? For the sake of discussion, accept that Kaltsounis was correct; the field needs to redefine partially whom it wishes to recruit. Once recruited it would be essential that undergraduate curricula give proper emphasis to the process of defining the social studies. On the other hand, a key question is what are classroom teachers' theories? Do their theories correspond with published theories or are their theories different? If different, how do the classroom teachers' theories differ? Beyond their own immediate environment, what contributions have classroom teachers to make to the ongoing process of defining priorities for the field?

Suggesting that social studies teachers should assume the role of "public policy makers," Mehlinger (1981) wrote, "By this conception, a teacher as a public policy maker is one who seeks to define issues, who identifies the various points of view on issues, and then offers solutions that satisfy as many of the contending parties as possible" (p. 251). Perhaps that process is already in progress. How do we know how classroom teachers define the issues or more importantly how they fundamentally define the field? Are there points of view that have not yet been heard and therefore not considered? Upon what theoretical bases would suggested views rest?

In his On the Old Saw: That May Be Right in Theory But It Won't Work in Practice, Kant put forth an interesting relationship between



theory and practice. When a theory does not work in practice, it is not from too much theory, but from too little. That which is lacking is what is learned from experience.

"Understanding the History of the Social Studies" by O.L. Davis was not a history of the field. It did suggest that histories of the field are necessary. Equally important was the examination of the relationship between discourse and school reality. The emphasis had been placed on a study of discourse and not on reality. Davis (1981) stated, "Knowledge of classroom practice can contribute to increased understanding. But this knowledge cannot be acquired through a study of discourse; descriptive accounts and retrospective analyses are necessary" (p. 31). Shaver (1977) had previously pointed out that not enough time is spent "...with the tough questions of purpose and the justification of purpose" (p. 302).

In a cartoon for the cover of the forty-fourth volume of Social Education, Anfin depicted a perplexed group of educators trying to fit together the numerous pieces of the social studies puzzle. "It might help if we had a picture of what this is supposed to look like" mused one of the members. Not only are social studies educators looking for a definition but also for a way in which to proceed, a rational approach. In part, it was just such a rational approach that was suggested by Barth and Shermis (1980). They stated, "The task is for practitioners to catch up with their own best insights. The task is to evolve theoretical meanings which command loyalties and understanding of classroom teachers" (p. 11).

If the field is still at the stage of developing criteria and rationales for its existence, then input from all segments of its professional population is vitally important. If they were asked,

how would classroom teachers define social studies education? How does that particular segment view the existing field and where it should be heading? Is there a difference among classroom teachers as to how they define what the field is and how they see it should be? One of the components necessary for goal making and the setting of priorities should be knowledge of the perceptions of all participants and of classroom teachers in particular.

#### Statement of the Problem

The problem is two-fold. (1) Can a model for social studies be developed that will, when subjected to factor analysis, load specific factors to the end that the model has integrity? (2) Assuming that all or some of the factors will load favorably, can the model be used to assess how classroom teachers define social studies education? Do they perceive a difference between what is being taught and what should be taught? What, if any, is the relationship between definition and practice? The direction of the relationship is not as important as the degree of the relationship.

#### Purpose of the Study

The purpose of the study was, therefore, two-fold: to statistically validate the revised Arnoff Social Studies Needs Assessment Instrument (1978), and using all or part of the instrument assess existing relationships between theory and practice in secondary social studies education as perceived by classroom teachers. How do teachers define what they see happening in the social studies curriculum as opposed to what they think should be happening? Is there a gap? Are there discernable patterns or

consistencies in the manner in which classroom teachers define social studies education and the manner in which they profess to teach social studies education?

### Design of the Study

This study used a revised edition of the Arnoff Needs Assessment Instrument. Revisions of the original were conducted jointly by this author and Professor Melvin Arnoff.

The conceptual framework for the instrument was based on the model GRASP designed by Arnoff. The five areas of the GRASP model are General Education, Reflexive Education, Active Citizenship Education, Scholarly/Social Science Education, and Preserving Citizenship Education.

The General Education component is based on the idea that there is a basic core of knowledge needed by everyone. Necessary to such a basic knowledge would be mathematics, science, literature, history, and the arts. Of historical importance are the achievements and failures of humankind. In a paper presented at the 61st Annual Convention of the National Council for the Social Studies, Arnoff (1981) noted, "It would include the study of intellectual high points in history when mankind created a legacy which would be cherished for centuries to come" (p. 20).

The General Education component also included attention to basic skills and critical thinking. Students should be able to read and understand social studies content material. They should be able to derive information from maps, globes, and charts. At the critical thinking level students should be able to participate in the process of analyzing, evaluating, and synthesizing information. The next step of arriving at intelligent and consistent conclusions as a result of the

stated processes was expected. A desired goal was that students could propose and defend a course of action.

Reflexive Education was concerned with what is important to the individual learner. Goals of Reflexive Education included establishing a positive self-image, values clarification, and moral reasoning. The learner would want to explore religious and ethnic backgrounds in his or her search for self-perceptions. In all aspects the aim was personal growth.

Citizenship Education is presently, and has traditionally been, one of the most sought-after goals within the field. The Arnoff model made two distinctions in the area of citizenship. The first discussed was Active Citizenship. The active citizen went beyond the content level. Content knowledge was a prerequisite, but the main goal was action through participation. Arnoff (1981) stated, "Essential content needs to be linked with an attitude of (1) I can make a difference; (2) I want to make a difference; (3) I must make responsible/informed choices; and (4) My actions will make a difference" (p. 24). The active citizen is an involved partner in either the process of change or of continuity within the pluralistic society in which he or she lives. Beyer and French (1965) and Roselle (1966) commented on the concept of active citizenship. All agreed that citizenship is more than just transmission of knowledge, it involves action.

The Scholarly/Social Science component was consistently defined throughout the literature. The emphasis of this particular approach was well steeped in the disciplines approach of the 1960's. Marion Rice (1980) accurately summed up the major focus for the disciplines approach, "The basic premise of the disciplines rests upon a philosophy of schooling - that schools exist as institutions to stimulate intellectual growth" (p. 131).

Active Citizenship has been discussed. There was an alternative: Preserving Citizenship. The preserving citizen would be expected to know some content but would not take any direct action. They are loyal and sensitive to a certain "American-ness". They would vote and be aware of national holidays. Arnoff (1981) defined two types of preserving citizenship, "One type is so due to (1) lack of interest, energy or reflective thought; (2) indoctrination; or (3) feeling of powerlessness to change the massive machinery of democratic life in general. This type may be thought of as preserving by habit" (p. 27). That which we have established is worth preserving. This individual is a preserving citizen through conviction.

The instrument consisted of 35 statements. There were five statements relating to General Education and five each for the subdivisions of critical thinking and basic skills. For each of the remaining four divisions there were five statements.

The sample population responded twice to each of the 35 statements. The first time they responded on the basis of "As Is," meaning the objective represents the situation presently in existence. For the second reading they responded to the statements as they thought it "Should Be." By doing so they indicated their perceptions of how social studies education is as opposed to how they think it should be.

The sample population responded to each statement using a Likert-type scale ranging from Strongly Agree to Strongly Disagree. The data were treated as two instruments and were subjected to factor analysis. Full discussion of the analysis procedures is given in Chapter III.

## CHAPTER II

### REVIEW OF LITERATURE

The review of literature will be organized around three general periods: a Pre-Reform Period, a Reform Period, and a Post-Reform Period. The Pre-Reform Period is not meant to be a detailed historical account but rather to serve as a starting point and as a base from which to operate. The Reform Period is centered around the curriculum projects of the "New Social Studies." The Post-Reform Period summarizes the changes in the curriculum that resulted from a change in the national temperament and from a disillusionment with the reform projects.

During each of these periods the field was engaged in the search for a definition. That search entailed the attempt to set limits such that the field could be distinct while at the same time avoiding a focus that was too narrow. As the country moved through different experiences, the social studies curriculum reflected certain changes that accompanied those experiences.

#### Pre-Reform Period

As a field of study the social studies has spent a great part of its existence attempting to define itself. Shaver (1967) pointed out, "The lack of clear meaning for the term social studies has historical roots. Since the early 1900's it has provided an omnibus label for history and the various social sciences in the elementary and secondary school curriculum" (p. 588). The term social studies was employed in the 1916 Report of the National Education Association. This is not to

imply that the term was in wide use. In 1970 Murra taped a conversation with Earl Rugg. Part of that conversation centered around the years from 1918-1920 when Rugg was a teacher at Oak Park High School in Illinois.

Murra: Was the term "social studies " used in Oak Park High when you taught there from 1918-1920?

Rugg: No. Oh, No!

Murra: It was always "history"?

Rugg: It was always "history". Oak Park High School was very conservative...like Evanston.  
(Murra, 1970, pp. 728-729)

Professor Rugg did go on to say that the term was being used at that time in the School of Education at the University of Chicago.

In 1894 the National Education Association released the Report of the Committee of Ten on Secondary School Studies. The Committee of Ten had some initial problems with history and related subjects. The Committee (1894) reported, "It is now-a-days admitted that language, natural science, and mathematics should make a substantial part of education; but the function of history in education is still very imperfectly apprehended" (p. 28). Individual conferences were established to deal with specific subjects. Among the conferences that found their particular task the most difficult was the Conference on History, Civil Government, and Political Economy.

In its final recommendation to the Committee of Ten (1894), the Conference on History, Civil Government, and Political Economy wrote, "The principle end of all education is training. In this respect history has a value different from, but in no way inferior to, that of language, mathematics, and science. The mind is chiefly developed in three ways:

by cultivating the powers of discriminating observation; by strengthening the logical faculty of following an argument from point to point; and by improving the process of comparison, that is, the judgment" (p. 168). The conference also argued that the teaching of history had the added advantage of teaching good citizenship. History and citizenship are too permeate the journey in search of a definition for the social studies.

Jarolimek (1981) gave credit to the 1916 Committee on Social Studies of the Commission on the Reorganization of Secondary Education of the National Education Association for officially recognizing the term social studies. In their introduction the Committee (1916) provided the following definition, "The social studies are understood to be those whose subject matter relates directly to the organization and development of human society, and to man as a member of social groups" (p. 9). Specific aims of the social studies included training the individual as a member of society and the cultivation of good citizenship.

This responsibility of social studies to deal specifically with citizenship education was echoed in the Cardinal Principles of Secondary Education: A Report of the Commission on the Reorganization of Secondary Education of the National Education Association. The Report (1918) stated, "While all subjects should contribute to good citizenship, the social studies-geography, history, civics, and economics - should have this as their dominant aim" (p. 14).

The earlier 1916 report had gone further by dealing very specifically with (1) social studies for the seventh, eighth, and ninth years; (2) social studies for years X-XII; and (3) standards - preparation of teachers - availability of material. If in 1916 citizenship was the major goal, the main path leading to that goal was history. The school curriculum was to



reflect this attitude for a long time. Moreland (1962) concluded, "The pattern of required courses in today's schools strongly represents the influence of previous national commissions particularly the Committee on the Social Studies 1916" (p. 102). However, according to Morrisett (1981) the position of history in the curriculum preceded 1915. He stated, "By the time the 1915 and 1916 reports were issued, history was firmly established as a major component of the elementary and secondary curriculum" (pp. 46-47).

The case for history as the heart of the social studies precedes the Report of 1916. In 1899 the Committee of Seven of the American Historical Association released a report in which it recommended a curriculum that was dominated predominately by history. It was the opinion of Hertzberger (1981) that, "The curriculum recommended by the AHA Committee of Seven was probably the most influential in the history of social studies" (p. 16). The impact of history upon social studies as a result of the AHA Committee of Seven (1899) has also been recognized by Wesley (1942) and Barr, Barth, and Shermis (1977).

The Committee of Seven (1899), however, did not paint a particularly rosy picture concerning the status of history in American public schools. It stated, "It may seem to be unnecessary to consider the value of historical study in itself, or to show how history may be related to other subjects in the school curriculum. As a matter of fact, however, the educational value of every other subject has received more attention than that of history..." (p. 437). In comparison to historical studies in Germany, France, and Russia, they found American schools lagging behind. One recommendation of the Committee was that there should exist a strong relationship between history and the other subjects such as English,

Foreign Language, and Geography. The report concluded, "History has a central position among the subjects of the curriculum" (p. 445).

In discussing the crucial point of increased historical studies, the Committee of Seven (1899) went beyond just a comparison of American schools to foreign schools. They listed several specific contributions to intellectual growth that, in their opinion, would result directly from the inclusion of a strong history program within the curriculum. One of the contributions they suggested was "...to fit them (boys and girls) to become intelligent citizens" (p. 439).

Historians were not alone in the pursuit of increasing the importance of the social studies to the curriculum. Nor were they unchallenged regarding the degree to which history was to dominate. Other disciplines also wanted a fair share for their subjects. The Committee of the American Economic Association on the Teaching of Economics (1922) printed its recommendations. They stated, "The social studies should be the background of secondary education..." (p. 67). The report went on to warn, "It is essential that we free our minds from any such issues as the claims of history vs. those of economics vs. those of government vs. those of sociology. The social studies should be directed toward an understanding of the physiology rather than the pathology of social living" (p. 68). The American Economic Association outlined a detailed view of the curriculum for grades seven, eight, and nine. They also included a general view of possibilities for the senior high school.

However, the suggestion that individual claims by the separate disciplines be avoided has often been neglected. Writing for the final report of Project Span, Hertzberger (1982) observed, "The nature of the disciplines and their relationships to each other have constituted one of

the most persistent problems in social studies education" (p. 101). The problem centered on the question of dominance, that is, which social science discipline was to dominate the social studies curriculum. Citizenship education was also a serious contender. Numerous authors (Hertzberger, 1981; Cartwright, 1967; Gross and Allen, 1963; Allen, 1977; and Leinwald, 1966) have stressed either history or citizenship.

As noted by Hertzberger a recurring topic for discussion has been the nature of the disciplines. During the 1920 and 1930's considerable attention was paid to the disciplines, that is to say, the social sciences. Taking an active role in focusing attention on this concern was the American Historical Association. In 1928 the Council of the American Historical Association nominated a commission to undertake an investigation of the social sciences. Charles Beard was given the responsibility for writing the final report, which reflected the collective thoughts of the commission. The final report, A Charter for the Social Studies, was published in 1932.

The 1932 report only loosely defined the social sciences and the unavoidable relationship with the disciplines. Beard (1932) stated,

Of necessity, those who formulate programs are specialists in particular fields - one sided persons. This cannot be avoided either. Under the stress of modern specialization, itself the inevitable result of intense efforts to see things more accurately and vividly, social science tends in practice to break up into disciplines, such as economics, politics, anthropology, psychology, sociology, geography, esthetics, ethics, imaginative literature and history, each with an emphasis on selected aspects of human affairs. (p. 17)

Beard (1932) went on to state that there did not exist "a or the social science" but he did acknowledge, "crowning them all is history, which began with the songs of the bards and ends in philosophy" (pp. 18-19).

The term social studies appeared numerous times in the 1932 Report. Most often it was used in the context of the school setting and in conjunction with a program or a course of instruction in the classroom. A distinction between social studies and the social sciences was pointed out by Beard (1932), "Conceivably social science as a branch of human knowledge might conflict with or have no interest in the reasons for existence offered by the public school system, but inexorably the latter will impose on social studies in the classroom conditions of its own. Insofar as social science is truly scientific it is neutral; as taught in the schools it is and must be ethical; it must make choices and emphasize values with reference to commanding standards" (pp. 93-94).

Beard and the Commission placed civic instruction as the primary task of social studies education in the school. The fundamental goal as a result of that instruction was "...the creation of rich and many sided personalities, equipped with practical knowledge and inspired by ideals so that they can make their way and fulfill their mission in a changing society which is part of a world complex" (Beard, 1932, pp. 96-97). The importance of history and citizenship education within the curriculum was clearly in the mind of the Commission as expressed by Beard in the 1932 Report.

The Commission felt, however, that some of the issues dealt with in 1932 needed to be expanded. The result of that thinking was Part VII: The Report of the Commission of the Social Studies. As before, the author was Beard. This report went a step further in establishing some parameters for the social sciences. Beard (1934) wrote, "The social sciences are primarily concerned with those manifestations of human nature and those activities occurring within society which involve social consequences and

relations - called for convenience political, economic, and cultural, and with the inter-relationships which accompany the functioning of society as a whole in its world setting" (p. 11). In relation to social studies and the school setting, Beard again stressed the selection process necessary for determining what actually should be presented to students. The concept of values education was explicit in his selection process.

In the final analysis Beard (1934) listed the arrangement of the social sciences "...best calculated to realize the objectives of knowledge or information implicit in the frame of reference and the consequent curriculum" (p. 191). The disciplines listed were geography, economics, cultural sociology, political science and history, the latter being, according to Beard (1934), "...the most difficult of all subjects because it embraces all others" (p. 192).

Other commissions and subcommittees have also undertaken the debate concerning the relative position of history and social studies in the curriculum. The Commission on History of the College Entrance Examination Board (1934) left little doubt as to its position when it stated, "The Commission further maintains that the historical approach is the natural and easy method of approach to the so-called social studies - by which is meant political science, economics, and sociology" (p. 584). Support, however, for the social studies and disciplines other than history was growing. The position was being challenged that through the teaching of history all areas of importance could be addressed. To designate history as the sole approach was to define history too broadly.

The aforementioned Commission on History established a number of subcommittees. The Sub-Committee on the Other Social Studies (1937) took exception to the purely historical approach. They stated, "To summarize

at this point, our firm belief is that, while history and the historical method are indispensable elements of social education they do not meet the needs of instruction in the fields occupied by the social studies" (p. 261). The subcommittee also noted the growing emphasis being placed on citizenship education.

Much of the foundation for what is presently done in the social studies was established by the early committees. In the following years the historical and citizenship traditions were to remain strong, although not unchallenged.

#### The Era of the New Social Studies

All areas of curriculum in American secondary education experienced a profound change in the 1960's. The catalyst for this change took place on October 4, 1957 when the Soviet Union launched the first man-made satellite. In describing this event, Allen and Betts (1969) noted that,

The U.S. by contrast, found itself having to convince people abroad, including friends and allies, that the nation was not falling behind in scientific achievements. The effect at home was to cause the American people to become engaged in bitter self-criticism. The soul-searchers, in their anxiety, blamed everything from the American school system to the flabbiness of an overly rich society. (p. 648)

If the United States was behind, then education was expected to shoulder its part of the responsibility. The mathematics and science curriculum specifically came under fire. There followed a period in which great emphasis was placed on the revision of those two disciplines. All of this was to have an effect on the other subjects in the high school curriculum. Fenton (1967) stated, "The results shook the entire educational world" (p. 3). It would not be long before the call for analysis and revision also would be heard in the social studies.

The process of analysis and revision for the social studies was beset by a problem not experienced in mathematics and science. The task of defining the field of social studies was still taking place. There was also confusion about goals. Establishing goals for the social studies was not as easy as it was in natural and physical sciences because as Becker (1965) concluded, practitioners in the social area "...deal directly with the stuff of human society" (p. 21). Writing a few years earlier, Wronski (1959) portrayed the field as somewhat aimless in direction, "The present status of the social studies curriculum may be characterized by the frequently used expression attributed to spokesmen of the beat generation, 'Man, we don't know where we're going but we're sure on our way' " (p. 215).

If the field was having difficulties defining itself, went one criticism, perhaps it was because the field itself was indefensible. Robinson (1963) pointed out a common complaint, "Arthor Bestor, Mortimer Smith, Max Rafferty, and others not enthralled by the present state of public education deplore the mishmash of social studies and demand a return to the separate subjects with major emphasis on history" (p. 360).

From another perspective, it was pointed out that the lack of a specific definition had allowed the field to go beyond reasonable bounds. The question was not was the field doing enough, but was it doing too much. Haefner (1960) saw this as a major weakness in social studies instruction, "...we have become the victims of the 'creeping curriculum' - the repository for instruction which no other will claim. Social studies has become a term without any real integrity of its own" (p. 20). This was not a new warning. Wesley (1942) also had warned against the "creeping curriculum."

In regard to the matter of scope, Mayer (1962) drew some interesting connections and conclusions concerning the curriculum and teaching. Teaching, he concluded, requires the control of irrelevancies and to control irrelevancies a teacher must have complete control of the subject at hand. Mayer's point was that the curriculum had gotten out of hand and therefore no teacher could be in complete control of the subject at hand.

In 1963 the status of the social studies was the focus of the Stanford University Cubberly Conference. Five papers were prepared and presented. Ralph Tyler (1963) was asked to sum up the proceedings of the conference. His summary pointed to four reasons for the then current inadequacy of the social studies. First, there was confusion about the reasons for teaching social studies; a confusion shared by the public as well as educators. Second, the schools did not have adequate intellectual resources to draw upon for the field. Third, the curriculum was poorly planned. Fourth and last, there was a misuse of teachers. Teachers were asked to perform outside of their own area of expertise. This often meant teachers not trained in social studies were given assignments within the field.

All, or at least most of these criticisms came with proposals for solving the problem. That in itself brought forth yet another criticism and with it still another proposed remedy. If trying to cover too much ground was a problem for the social studies, then too many solutions also might be a problem. Gross and Allen (1963) saw all the different directions as just such a problem. As a solution they proposed a National Research Center for Social Studies. Two major goals were established for the center. First, it would collect, classify, and publicize the



pertinent and significant work being done in the field. Second, the center would propose and initiate needed research. A specific national center was never established.

Such then was the condition of the social studies in the early 1960's. Robinson (1963) summed it up, "Criticisms of the social studies are as common as beer cans by a well traveled highway. Suggestions for the betterment of the social studies are as diverse as the labels on those beer cans" (p. 360). The "labels" were to be represented by the projects of the "New Social Studies."

If there was a New Social Studies, what was the old and what was the difference? Haas (1977) made the distinction, "In the mid-sixties there appears to have been, in addition to an evolved version of the 1916 model, two reform approaches in social studies education, though these two generally have been lumped together as the NSS reform movement" (p. 52). The 1916 model referred to the work of the Committee on the Social Studies of the National Education Association on the Reorganization of Secondary Education. The two reform approaches were the discipline centered approach and the reflective approach.

Discipline Centered Approach. The first reform approach had its roots in the gathering that has since become known as the Woods Hole Conference. The year was 1959. From that conference came the influential book, The Process of Education. It was written by the director of the conference, Jerome Bruner. The purpose of the gathering was to discuss science education in the United States. However, the conclusions as expressed by Bruner reached far beyond just the sciences. Two concepts in particular had a profound influence on the social studies. The first was the structure of the discipline and the second was the inquiry method.

All curriculum should have a basis from which to operate. It was the opinion of Bruner (1960) that such a basis should be the structure of a discipline. He perceived that, "...the curriculum of a subject should be determined by the most fundamental understanding that can be achieved of the underlying principles that give structure to that subject" (p. 31). For social studies that meant the disciplines of the social sciences: History, geography, political science, psychology, economics, and sociology. It was Bruner's contention that to learn structure is to learn how things are related. Unrelated information or facts are of little use and are quickly forgotten.

Bruner's thoughts were echoed by Phenix (1962) who stated, "My thesis, briefly, is that all curriculum content should be drawn from the disciplines, or, to put it another way, that only knowledge contained in the discipline is appropriate to the curriculum" (p. 273). The case for the social studies as the social sciences has had wide support (Keller, 1961; Belleck, 1963; Schwab, 1962; Senesh, 1966; and Bernstein, 1965).

The core of the curriculum, then, was to be based on the disciplines and the method of instruction was to be primarily inquiry. Bruner (1960) stated, "Mastery of the fundamental ideas of a field involves not only the grasping of general principles, but also the development of an attitude toward learning and inquiry, toward guessing and hunches, toward the possibility of solving problems on one's own" (p. 20). Translated again to the social studies, this meant students were to learn the methods of inquiry unique to the disciplines. Students were to be taught to think and inquire in the manner of a social scientist. But if the social studies were not already simply the social sciences, how did they differ?

The question of the exact relationship between the social studies and the social sciences has existed for some time. Writing in the early

1940's Wesley (1942) gave what has become the classic definition of the social studies.

In contrast with the social sciences, the social studies are designed primarily for instructional purposes. They are those portions or aspects of the social sciences that have been selected and adopted for use in the school or in other instructional situations. The term "social studies" indicates materials whose content as well as aim is predominately social. The "social studies" are the "social sciences" simplified for pedagogical purposes. (p. 6)

That definition did not go unchallenged. Shaver (1967) argued,

This definition has perhaps done more to stifle creative curriculum work in the social studies than any other factor. For it assumes by the very sequence of definition - from the social sciences to the social studies - that the criteria for curriculum selection and development in social studies should come from the social sciences, not from an independent view of what the social studies should be about. (p. 588)

Since that time, other authors have offered suggestions as to the distinction between the two (Engle, 1960; Engle, 1971; Todd, 1962; Barr, Barth, & Shermis, 1977). Brubaker (1972) while suggesting that there was a distinction between the social studies and the social sciences stated that they did not need to be mutually exclusive. The social studies could in fact offer an interdisciplinary approach blending the best of the social sciences and the humanities.

The relationship between the social studies and the social sciences, the influence of Bruner, and the early curriculum projects in the sciences all combined to aid in the development of the discipline centered curricular pattern of the New Social Studies. The foundation was built upon the social sciences and the methodology was inquiry. Writing a progress report on the projects, Fenton and Goode (1965) stated,

...with the single exception of Donald Oliver's project at Harvard, each of the HEW curriculum projects in the social studies seeks to identify the structure of social science disciplines or to build a curriculum around social science concepts. The directors have taken their cues from Jerome Bruner's influential volume The Process of Education. (p. 207)

The New Social Studies movement was part of a general reform movement sweeping education. Within social studies, the areas of reform, according to Fenton (1967), were objectives and evaluation, teaching strategies, materials, pupil development, and teacher preparation.

What then were the goals and objectives of the discipline centered approach to the New Social Studies? As perhaps the leading apostle of the New Social Studies, Fenton (1967) spelled out the basic objectives,

No two authorities state social studies objectives in exactly the same way. Most agree, however, that groups of objectives can be clustered under general headings, three of which occupy a place in virtually every scheme: the development of inquiry skills (sometimes called critical thinking or the use of a mode of inquiry), the development of attitudes and values, and the acquisition of knowledge. (p. 9)

Fenton (1966) also maintained that no one theory was actually new. The New Social Studies was a new blend of existing theories, theories that once translated into practice would produce a revolution in the teaching of history and the social studies. Since objectives were inseparable, it was how objectives were blended that distinguished one social studies project from another.

The question of what to teach also was addressed. Fenton (1967) stated there were basically four criteria used by most of the project directors. Those criteria were (1) the needs and interests of the child, (2) the desire to help students understand their contemporary world, (3) students should learn the most important elements, that is basic concepts, of each discipline, and (4) content should stress the

humanistic goals of the social studies. Fenton (1967) saw this course content selection process as a significant change in the field. He stated,

A few concentrate on one criterion - the basic concepts of a discipline is the best example - almost to the exclusion of the others. But none of them slavishly imitate the patterns established by popular textbooks, the major determinant of content in most social studies courses of the past. A new day is coming. (p. 22)

The discipline-centered approach was certainly one of the strong reform programs. Haas (1977) has pointed out that most of the projects of the New Social Studies were built on the structure of the disciplines approach. The discipline centered approach and Fenton's vision of a "new day" did not, however, go unchallenged.

Newmann (1967) stated that a curriculum based on the disciplines raised serious questions in three areas: (1) definition, (2) selection, and (3) justification. After dealing with the first two areas, Newmann turned to the more important consideration of justification. He asked, "Why teach the social studies at all? The goals or values that social science instruction is presumed to advance have not been adequately explicated, scrutinized, or justified by educational planners" (p. 593). That which is of concern to the social scientists is not necessarily that with which school curriculum is concerned. Newmann (1967) went on to point out that an emphasis on social science methodology would limit educational possibilities. Students should be allowed and encouraged to think in ways other than those pursued by the academic traditions.

The curriculum of the disciplines approach was not alone in being challenged. Another question was, what did the projects mean to and for teachers? Robinson (1963) suggested that improved instruction would come not from national curriculums but from imaginative teachers. Cartwright

(1965) asked the question, "Are any of the projects working on the problem of helping teachers to become increasingly more competent?" (p. 359).

Krug (1966) and Newmann (1967) both expressed concern "...with the preservation of the teacher's intellectual autonomy" (Newmann, 1967, p. 422). Where was the input by the classroom teacher? What amount of creative freedom was left? This not only affected teachers already in the classroom, but Krug suggested, promising students would avoid the field completely if all they had to look forward to was a packaged curriculum.

The inquiry segment of the New Social Studies was also taken to task for not being a true inquiry. At the heart of the criticism was a concern about what students ultimately found as a result of the process. La Force (1970) and Newton (1972) both stated the New Social Studies was in fact not inquiry. They were in agreement that the goal had not really changed. Eventually students were still expected to come up with the "right answer." The only difference was that instead of being told the right answer students were allowed to seek until they found it. Newton (1977) pointed out, "In that the new social studies materials carry over from the traditional materials, the idea that there is always a correct answer, they are not inquiry oriented" (p. 160). A packaged curriculum that would lock in teachers also would lock in students. Briefly summarized, the discipline-centered approach was an attempt to make the social sciences the heart of social studies instruction. Central to this approach was the method of inquiry.

Reflective approach. The second reform approach centered around the thinking of John Dewey that social studies should focus on reflective thinking. Writing in support of that opinion, Engle stressed the importance of the decision-making process and its relation to values.

According to Engle (1960) "...quality decision making should be the center concern of social studies instruction" (p. 306). The acquiring of facts, Engle reasoned, amounts to a waste of time unless those facts are used to reach a conclusion. Haas (1977) cited a number of authors who were in basic agreement with that position.

A spinoff from the reflective thinking rationale, "...has been termed the 'juris-prudential, case-study approach', the 'analysis of public controversy approach', or the 'analysis of public issues approach'. It is the legal, ethical rationale based on the root values which support the legal framework of American society" (Haas, 1977, p. 53). This rationale was initiated at Harvard by Donald Oliver and elaborated on by James Shaver, Harold Berlak, and Fred Newmann.

According to Haas (1977), the height of the NSS Reform Movement was 1967. In addition to the modified 1916 model and the two major reform movements, there also existed a number of smaller projects. Following 1967, the NSS Movement was no longer engaged in curriculum development as much as in getting the materials into the hands of teachers and training the teachers in their use.

Jarolimek (1973) suggested that one of the reasons for the change in focus within the field was the lack of input by teachers and "educationists" into the projects. He stated, "Our experience with the projects should have taught us that when it comes to curriculum, the home-grown variety is the one that is most likely to survive. Curriculums do not transplant well in a highly decentralized system of education such as our" (p. 599).

The curriculum of the New Social Studies was an attempt to define social studies either as the process of reflective thinking or as the

disciplines of the social sciences. But in the 1970's a different set of imperatives contributed to the direction in which the country was moving. For the first time, a president resigned from office under conditions that questioned the integrity of the presidency. It was also a time during which the United States pursued a foreign policy that gave cause for uncertainty and deeply split the nation.

#### Post-Reform Period

Following Watergate and Vietnam, the general population experienced a feeling of confusion. Allen (1979) described the period as a period of crisis. He stated, "The crisis is an erosion of faith in democratic principles and a shocking decline in citizenship participation in the political process of government" (p. 246). The discipline-centered approach of the New Social Studies had neglected to prepare students adequately to fulfill their responsibilities as citizens. It therefore was not uncommon during the 1970's for social studies education to be referred to as citizenship education. An emphasis on citizenship education was, of course, nothing new. The Report of the Committee of 1916 declared the purpose of the social studies to be the cultivation of good citizenship. Hertzberger (1982) stated, "Nothing is clearer in the history of social studies reform than the central role assigned to the social studies in the education of citizens. This has been both a mainstay and a source of many of our problems" (p. 6). Newmann (1960) gave citizenship a high priority within the larger task of curriculum revision, "...and I propose as a first criterion that each model for curriculum revision in social studies should develop an explicit concept of citizenship education" (p. 418). Engle (1960) stated, "The goal of the social



studies lies not merely in information but in the character of people. The goal is the good citizen" (p. 302).

Who is the good citizen, how can we recognize such a person? Cartwright (1966) would probably have suggested that the question was stated the wrong way. It was his opinion that, "The overriding purpose must be, and therefore will be, the development of good persons..." (p. 79). He went on to say, "The good person and the good citizen should be the same, but the good person comes first" (p. 80). Mehlinger (1978) felt the good citizen had to go beyond individual desires.

Citizenship implies shared beliefs, goals, and purposes. A sense of citizenship should draw upon the most worthy motives lying buried within human beings. Citizenship should inspire people to pursue goals that bring advantages to society as a whole while adding meaning and richness to their own lives. (p. 56)

The question also has been raised, what is citizenship and/or citizenship education? It is the opinion of Superka and Hawke (1980) that this question has not always been properly addressed. Quoting Meyer, they stated, "Despite widespread agreement about its centrality and importance to social studies, however, there is little agreement about the meaning of citizenship, the nature and scope of the citizen role, or the major focus of citizenship education efforts" (p. 579). This opinion was later shared by Shermis and Barth (1982). They concluded, "that while most social studies text writers mention citizenship, they rarely define the term. This has not been an oversight, however, for it has permitted text authors to argue that citizenship is whatever they say it is" (p. 24).

Not all authors have failed to provide a definition. As noted previously, a definition that is too broad gives no parameters at all

and therefore is useless. For that reason Remy (1980) suggested eight characteristics of citizenship before offering the following definition of citizenship: "With these characteristics in mind, the following is a useful working definition of citizenship for educators: Citizenship involves the rights, responsibilities and tasks associated with governing the various groups to which a person belongs" (p. 62). The context in which Remy was writing was the setting forth of basic citizenship competencies.

However, providing a definition does not signify the end of responsibility. Given a definition of citizenship, why should we devote time to the study of it? In a report on project SPAN, Morrissett and Haas (1982) stated, "Ideally, there should be available to the professional a number of social studies rationales, reflecting different views" (p. 20). This question of a rationale for citizenship education was addressed in a bulletin by the National Council for the Social Studies. James Shaver, editor of the bulletin entitled "Building Rationales for Citizenship Education", stated that not enough consideration has been given to the question of rationale building. He foresaw such considerations by all as a positive step. "That the involvement of classroom teachers, as well as supervisors and university professors, in rationale-building efforts will have significant positive impacts on citizenship is the faith underlying this bulletin" (Shaver, 1977, pp. 113-114).

Writing in the same bulletin, Newmann stated that any number of obstacles might interfere with rationale building. Newmann (1977) pointed out, "In recognizing these obstacles we must not underestimate the enormous intellectual challenge that confronts even the most

serious efforts in rationale building" (p. 11). He went on to say that, "The first step in facing that challenge is to develop guidelines or a sketch of what a comprehensive rationale would look like" (p. 11). His guidelines centered around seven problem areas, the most important one, in this author's opinion, being the problem of justification.

Citizenship education can be and has been defined. A rationale or a series of rationales exists for the process of citizenship. To whom then does the task fall of carrying out instruction? Most writers would probably agree that the responsibility of citizenship instruction belongs to everyone. Social Education, the official journal of the National Council for the Social Studies has published two issues in the past seven years (October, 1976 & November/December 1981) with special sections on citizenship education. Fontana and Mehlinger (1981) pointed out that "In the twentieth century, social studies has been assigned the main responsibility for providing citizenship education in schools" (p. 22). They further stated, "...citizenship education and social studies are closely connected in the minds of educators and the public" (p. 22).

If, in fact, the field most responsible for citizenship education is the social studies, then a second question must be asked. Is citizenship education the central or special purpose of the social studies? Morrissett (1981a) thinks it is not. He stated, "To the extent that youth can be taught to be moral, the goal of morality should be for the sake of good human relations in general, and only incidentally (but important) for the sake of good citizenship" (p. 16). He goes on to say, "Social studies should not assume the sole or even the major responsibility for training youth in moral behavior" (p. 17).

But the case for social studies as citizenship education has often been supported. Morrissett and Haas (1982) stated, "Citizenship or citizenship education, always with the connotation of good citizenship, is very frequently cited as the central, primary, overarching, basic, or major, goal or focus of social studies. A strong concern for citizenship education has been evident from the earliest days of the American republic" (p. 21). A number of authors (Fair, 1981; Foshay & Burton, 1976; Risinger & Beversdorf, 1978) have supported that position. The National Council for the Social Studies endorsed that position when it stated, "The basic goal of social studies education is to prepare young people to be humane, rational, participating citizens in a world that is becoming increasingly interdependent" (Revision of the NCSS Social Studies Curriculum Guidelines, 1979, p. 26). The authors of the revision went on to point out that, "Social Studies education provides the only structured school or community focus for the preparation of citizens (p. 262).

In 1981 The National Council for the Social Studies published "Essentials of the Social Studies." Citizenship education continued to occupy a central position in this statement. The Council also took note of the need for active participation when it stated, "But to achieve full participation, our diverse society must value and model involvement to emphasize for young people the merit of taking part in public life" (Essentials of the Social Studies, 1981, p. 164).

In referring to the introduction of "Focusing on Teaching for Citizenship in Social Science and History Courses" by Shaver (1981), Oliner (1983) stated, "Shaver was merely reaffirming what is perhaps axiomatic within the profession-citizenship education is at the heart of the social studies. In implementing its objective, social studies education places the nation state at the center of student study" (p. 67).

In 1977 the National Council for the Social Studies published Defining the Social Studies by Barr, Barth, & Shermis in which the authors, "...attempted to demonstrate that the social studies is a 'seamless web' of confusion" (1977, p. 10). In spite of this they optimistically stated,

The authors of this book believe that the field of social studies has reached a point in its evolution where it is possible to develop a definition of the social studies comprehensive enough to include all factions in the field, and yet flexible enough to permit differentiation of various points of view. The authors are prepared to argue that, far from a seamless web of illogical inconsistencies, there is logic and order to the field and that there are sufficient areas of agreement at least to attempt a generic definition. This definition differs from most other efforts in that it is not an attempt to say what the social studies "should be"; but it is a careful, systematic effort to describe the social studies in all of its complexities as it exists today. (p. 10)

Their analysis produced a view of the social studies that consisted of three traditions: social studies taught as citizenship transmission, social studies taught as social science, and social studies taught as reflective inquiry. Each tradition was in competition with the other and each had its own followers.

In the final, analysis there were implications for citizenship education. In the opinion of Barr, Barth and Shermis (1977), most teachers belonged to the citizenship transmission tradition. They stated, "After decades of disagreement, there is now general agreement that the primary, overriding purpose of the social studies is citizenship education. While this has not always been true, there has been a very definite trend toward accepting citizenship education as the primary instructional goal of the social studies" (p. 68).

Keeping in mind their statement that what they see is not necessarily what should be, the authors offered the following definition, "At this particular time in the social studies evolution, the field can be defined in the following way:

Definition: The social studies is an integration of experience and knowledge concerning human relations for the purpose of citizenship education". (Barth & Shermis, 1977, p. 690)

A validation study of the Barth-Shermis Preference Scale was recently concluded. White (1982) stated "Since the content of the Preference Scale was judged as representative of the three intended traditions, one would expect three strong dimensions to emerge in factor analysis and three distinctive respondent groupings to form around each of the traditions - if the traditions are indeed descriptive of practice. The findings of this study did not fulfill those expectations" (p. 17). White's findings did not substantiate the existence of three distinctive dimensions. Of the teachers sampled most tended to be rather eclectic. There was no preference shown toward the citizenship tradition or toward either of the remaining two traditions. "This study," White (1982) concluded "does cast a shadow, however, over efforts to extract a unified definition for the social studies from these three somewhat muddled positions" (p. 18).

The three traditions, originally proposed by Barth and Shermis (1970), had followed a two camp model proposed by Brubaker (1967). Both of these models were expanded by Brubaker, Simon, & Williams (1977), who proposed a five-camp model: "The five camps are (1) social studies as knowledge of the past as a guide to good citizenship, (2) social studies in the student-centered tradition, (3) social studies as reflective inquiry, (4) social studies as structure of the disciplines,

and (5) social studies as socio-political involvement" (p. 201). Brubaker and his colleagues did not make a case for any one camp being the heart of social studies education. "...we surmised that many teachers probably used a mixed strategy drawing from two or more camps. At the same time, we felt that their overall teaching approach would give primary emphasis to one of the camps" (p. 202).

The five camps suggested by Brubaker, Simon, and Williams did form the basis for a survey conducted by Morrissett. The survey was initially sent out to all persons who had previously participated in a Curriculum Information Network (CIN) survey. Those individuals were asked to include their colleagues. The final listing of participants included administrators, curriculum specialists, chairpersons, and teachers from the elementary level to the college level. From the results of that survey, Morrissett (1977) stated, "The most outstanding conclusion seen in these figures is that, while only 20 percent of the respondents indicated their own first preference as History, they believe that over 70 percent of all social studies teachers give first preference to history" (p. 207).

Assessment of the field of social studies, as well as mathematics and science, was also conducted by the National Science Foundation. Shaver, Davis, and Helburn (1979) stated:

In 1976, the National Science Foundation's Education Directorate commissioned three studies of the status of the science, mathematics, and social studies education in this nation in order to gain a better information base for program and policy decisions about NSF's role in pre-college science education. The methodologies of the three studies were varied to provide differing perspectives on the status and needs of pre-college education. (p. 150)

Eight professional organizations were asked to submit interpretive papers based on the findings of the studies. Of particular interest to the field of social studies were the responses by the National Council for the Social Studies and the Association for Supervision and Curriculum Development.

Writing for the National Council for the Social Studies, Shaver, David, & Helburn (1979) emphasized the following points: "Our task was not to critique the studies, but to report our impressions of status and need in social studies education as gleaned from the three reports" (p. 150-151). The following summary of the field of social studies is based on the conclusions arrived at by the above mentioned authors.

The dominant force in curriculum was the textbook. It was viewed as the source of knowledge. Shaver, Davis, and Helburn (1979) stated, "Perhaps even more important, textbook-oriented teaching fits well with a major goal of science, mathematics, and social studies teachers - the socialization of students" (p. 161). Inquiry seldom was used. As a process it was viewed as being too time-consuming and few teachers have been trained in its use. In general social studies teachers did not deal with controversial issues.

Of particular relevance to this study is the following observation from the critique, "Teachers tend to devote their attention to different aspects of teaching [more] than do professors and curriculum developers. They are not particularly interested in debates about such matters as pedagogical styles, different ways of organizing curricula, social science-social studies distinctions, and textbook biases. Rather teachers' concerns center on classroom management and socialization: the matters that must be handled to survive each day and to gain and



maintain respect in a social system made up of other teachers, administrators, parents, and students" (Shaver, Davis, & Helburn, 1979, p. 152).

Replying for the Association for Supervision and Curriculum Development, Ponder (1979) agreed with Shaver and his colleagues concerning the dominance of the textbook, as did Superka, Hawke, and Morrissett (1980). Ponder also found the social studies curriculum was not relevant to the student population. It was his observation that little had changed since the 1950's. Ponder stated:

We have too long sought change through curriculum revisions without understanding the environmental forces that press for stability and continuity by resisting the processes of curriculum implementation. It seems time to ask why things occur as they do in social studies classrooms. (p. 516)

Richard Gross of Stanford University has been involved for a number of years in the assessment of the social studies. In the mid 1970's Gross conducted a nationwide survey. He acknowledged that there were certain limitations to the survey and that all of his conclusions were not based strictly on factual information but also on impressions. One area Gross (1977) looked into was enrollment and its relationship to course offerings. Observing that things were changing, he wrote, "In any case, it is clear that the traditional pattern of high school social studies offerings, rather stable since the 1917 Report of the Commission of the Reorganization of Secondary Education established the program, has finally been shattered" (p. 196).

Of a more general nature, Gross (1977) also pointed out that the growth in social studies classes had not kept pace with the growth of student populations and that there had been "...an invasion of the social studies by the social sciences" (p. 196). Support for this conclusion is

evident in the descriptive work by Lahnston & Nevins (1977) and to a somewhat lesser degree by Huber (1977). Gross also restated his belief in the need for a national curricular framework.

The current status of the social studies was the topic of a conference held at Stanford under the direction of Gross in the summer of 1979. It is not within the scope of this work to recount all of their findings and recommendations. However, in answering the question "What should be the basis for selection of content in the social studies?", they did make recommendations that deserve attention. The position that the field was somewhat lacking in continuity was upheld by Gross and Dynneson (1980). They stated, "Selection process could be improved if there were a general agreement within the social studies profession as to what constituted a 'good' social studies program" (p. 372). They concluded that, "An effort should be made on behalf of the National Council for the Social Studies to identify and clarify the goals and objectives of the social studies" (p. 372).

One final assessment merits attention. Fernandez, Massey, and Dornbusch (1976) focused their efforts on the perceptions of students. Their analysis maintained that fewer students felt that learning social studies was as important as learning math or science, particularly with regard to their occupational futures. Their study also cast suspicion on standards within the field. "A high proportion of students reported that if they did 'poor work' in social studies they would not receive a 'poor grade' " (p. 55). In conclusion the authors stated, "Given the goals of the Committee of the National Council for the Social Studies which we quoted at the beginning of this paper, it would appear from our findings that teachers of social studies have serious problems.

Students do not consider the content of social studies to be as important as the skills they learn in other courses, and they do not perceive the classroom atmosphere in the social studies as more interpersonally constructive" (p. 56).

The focus of this review has been to examine how the social studies field has attempted to define itself. Engle (1980) noted, "We seem to have a persistent problem of saying just what the social studies is about and how it is distinguished from other parts of schooling" (p. 3). In his Presidential Address, Shaver (1977) concluded that, "Social studies education is plagued by the continued failure to question assumptions" (p. 306). This neglect to question certain assumptions adequately also contributed, he reasoned, to falling victim to "the Bandwagon Effect, or faddism in social studies" (p. 305).

From this review of literature the following conclusions may be drawn. First, it is generally agreed that the field needs a more precise definition. Nelson and Singleton (1980) were in agreement with project SPAN in calling for a closing of ranks within the field. Second, the two dominant forces in social studies education have been the influence of the social science disciplines and the continued, if not always continuous, presence of citizenship education. Third and last, most of the rationale building has been done by non-classroom teachers. In the end, the social studies field may well be defined by that which takes place in the classroom as a result of the way classroom teachers define social studies.

## CHAPTER III

## METHODOLOGY

This study was designed to validate statistically the revised Arnoff Social Studies Assessment Instrument and, using all or part of the instrument, to assess existing relationships between theory and practice in secondary social studies education. To accomplish that, first an interrater study was undertaken. Second, the sample population was defined, and third, the resulting data were analyzed.

Interrater Review

The instrument used in this study was a revised version of the Arnoff Needs Assessment Instrument. The conceptual basis for the instrument was the GRASP model developed by Arnoff. The five categories of the GRASP model were (1) General Education, (2) Reflexive Education, (3) Active Citizenship Education, (4) Scholarly/Social Science Education, and (5) Preserving Citizenship Education. The General Education category consisted of three sub-divisions: (1) general knowledge, (2) skill development, and (3) critical thinking skills. A total of thirty-five statements were designed with the intent that each statement corresponded to one of the five categories of the GRASP model. For the General Education category there were fifteen statements, five statements for each of the three sub-divisions. The initial instrument was constructed by randomly scrambling the thirty-five items.

To determine if the statements correspond as designed to the GRASP model, the instrument was given to six professionals in the field of

social studies education. The breakdown of raters was as follows: two classroom teachers, two supervisors, and two college professors. Each rater was independently given an explanation of the GRASP model and provided with a summary sheet (Appendix A). The raters were instructed to read each of the thirty-five statements and to classify each according to the GRASP model using each statement only once. The instrument (Appendix B) was left with each participant with the request that they complete it and return it by mail within five days. A stamped self-addressed envelope was provided and a response from each participant was received within the requested time.

For each statement there was a total of six responses, one from each of the six raters. If a rater classified a statement as representative of a particular section of the GRASP model as intended by the authors, that response was considered a successful classification. A tabulation of responses was recorded for each statement and presented in Table 1. An analysis of that data was undertaken to determine which, if any, of the statements should be rewritten.

The question was asked, what was the probability that exactly  $X$  successes in six (6) trials happened at random? For example, what is the probability that all six participants had randomly classified item one (1) successfully? The assumption was made that if the probability of a successful selection by  $X$  participants was not statistically significant, then the raters had successfully classified the statements based on their understanding of the GRASP model.

Probability figures were statistically based on the following theorem by Adler and Roessler (1964):

THEOREM 5-4. If  $p$  is the probability of the success of of an event in a single trial and  $q$  is the probability of its failure, then the probability  $P$  that there will be exactly  $r$  successes in  $n$  trials is the binomial expansion of  $(q+p)^n$  for which the exponent of  $p$  is  $r$ . (p. 65)

Table 1

<u>Number of Question</u>	<u>Statement Classified Successfully</u>	<u>Statement Classified Unsuccessfully</u>
1	6	0
2	5	1
3	5	1
4	5	5
5	5	1
6	6	0
7	6	0
8	6	0
9	6	0
10	5	1
11	6	0
12	5	1
13	3	3
14	1	5
15	6	0
16	2	4
17	6	0
18	5	1
19	6	0
20	6	0
21	6	0
22	5	1
23	5	1
24	6	0
25	5	1
26	6	0
27	1	5
28	5	1
29	6	0
30	4	2
31	1	5
32	6	0
33	5	1
34	2	4
35	3	3

The probability for random success on 3,4,5, and 6 successes in six (6) trials is summarized in Table 2.

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Table 2  
Random Probabilities

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<u>X Successes in Six (6) Responses</u>	<u>Random Probability of Success</u>
X = 6	.000064
X = 5	.001536
X = 4	.015360
X = 3	.081920

---

Based on the probability figures presented in Table 2, the researcher determined that statements with four (4) successful responses and above were satisfactory; that is, those statements corresponded to the GRASP model by design and not by random chance.

Statement 13 in the instrument required further attention. Three of the raters successfully classified the statement while three did not. However, the three unsuccessful classifications were all the same choice. Was statement 13 representative of critical thinking within the General Education component as intended by the authors or representative of Active Citizenship Education as classified by three of the raters? Due to this ambiguity, the authors of the instrument rewrote the statement. In summary, statements 13, 14, 16, 27, 31, and 34 were rewritten.

#### Population for Study

A request was made to the North Carolina State Department of Public Instruction, Division of Social Studies for a list of all social studies

teachers grades seven through twelve in North Carolina. That list, containing 2435 names, was made available from the State Department of Public Instruction. Surveys were sent to 350 randomly selected teachers. A computer program randomly generated 350 numbers from the range of 2435. The instrument (Appendix C) was sent, along with a letter of transmittal (Appendix D) and a self-addressed stamped envelope, to the 350 selected participants.

Prior to the mailing of the instrument, approval of this research proposal was requested of the Human Subjects Committee, University of North Carolina at Greensboro. The proposal was reviewed and approved by the committee.

Respondents were asked to return the instrument within two and a half weeks from the date of mailing. A follow-up request (Appendix E) was sent three weeks after the original request. A limit of five weeks from the original request was set as the cut-off point. Of the 350 instruments that were sent out, 164 (46.86 percent) responses were received.

Because this study was interested only in the views of certified social studies teachers, responses were considered from teachers who were (1) certified either in social studies or in a social science discipline, (2) teaching a majority of the time in social studies, and (3) teaching at the secondary level, grades seven through twelve. The researcher had to be aware of possible limitations with respect to the list acquired from the state department. The list could have included any teacher teaching at least one social studies class regardless of their certification or contained names of individuals not connected at all with social studies education. In an attempt to correct for these possible limitations specific demographic information was requested at the end of the instrument.



Of the 164 responses returned thirty-two were not valid for the following reasons: four were not completed, eighteen represented teachers not certified in either social studies or a single social science discipline, and ten respondents were certified in social studies but not teaching a majority of the time in the field. The final sample population was 132 (37.71 percent) of the randomly selected population.

The total number of valid surveys was a significant consideration for the factor analysis. Hair, Anderson, Tatham, and Grablovsky (1979) stated, "As a general rule there should be four or five times as many observations as there are variables to be analyzed. This ratio is somewhat conservative, and in many instances the researcher is forced to factor analyze a set of variables when only a ratio of twice the observations to the number of variables is available" (p. 217). For a ratio of four to one this study would have required 140 observations. The 132 available was a sufficient number.

On the other hand, the rather small percentage of available observations (37.71 percent) represented the existence of an unknown factor. How would the respondents differ from the nonrespondents? Although rather unlikely, perhaps they would not differ at all. Nevertheless, Borg and Gall (1971) pointed out, "If more than 20 percent are missing, however, it is very likely that most of the findings of the study could have been altered considerably if the nonresponding group had returned the questionnaire and had answered in a markedly different manner than the responding group" (p. 209). The researcher had to take into consideration these limitations in regard to the number of respondents in this study. Any conclusions must take these limitations into account as well.

### Analysis of Statistical Data

For statistical purposes, the data were treated as two instruments, the "As Is" responses (Appendix F) constituting one instrument and the "Should Be" responses (Appendix G) the other. The purpose of this study was to test for five specific factors; therefore, a direct solution, five-factor varimax-rotated factor matrix was generated for each of the two sets of data. Nunnally (1978) stated, "The essence of any direct solution is that (1) it is performed so as to test hypotheses about the existence of factors and (2) the nature of linear combinations is stated in advance of obtaining the correlation matrix" (p. 348).

A further purpose of this study was to examine how classroom teachers defined social studies in relation to an existing published definition. To determine relationships, if any, between defined factors and teachers a set of factor scores was generated. The rationale for this was explained by Hair, Anderson, Tatham, and Grablovsky (1979). They stated,

Conceptually speaking, the factor score represents the degree to which each individual scores high on the group of items that load high on a factor. Thus, an individual who scores high will obtain a high factor score on that factor. The factor score, therefore, shows that an individual possesses a particular characteristic represented by the factor score on that factor. (p. 247)

Factor scores for each participant were generated for both the "As Is" responses (Appendix H) and the "Should Be" responses (Appendix I).

Statistical consultation and programming for this research were provided by the Statistical Consulting Center, Department of Mathematics, University of North Carolina at Greensboro. The Statistical Package for Social Science software, version SPSS-X (1983), was used to obtain factor loadings and factor scores.

As noted previously, all data were subjected to factor analysis. Chapter IV is an analysis of the resulting factor loadings and factor scores.

## CHAPTER IV

### ANALYSIS OF DATA

The purpose of this study was two-fold. First, to subject the GRASP model of social studies to factor analysis and second to assess, as far as possible, how classroom teachers defined the field of social studies within the context of that model.

A determination had to be made as to the number of factors to be extracted. Hair, Anderson, Tatham, and Grablovsky (1979) listed four procedures for making that determination. One of the four was the a priori criterion about which the authors pointed out, "When applying the a priori criterion the analyst already knows how many factors to extract before undertaking the factor analysis" (p. 232). As this study was designed to analyze the five component GRASP model, the a priori criterion was used and the SPSS program was instructed to extract only five factors. No attempt was made to define factors outside of the context of the GRASP model.

#### Presentation of Data

Table 3 represents the "As Is" matrix and Table 4 the "Should be" matrix. The entire instrument is included immediately following Table 4. Factor loadings greater than .350 were considered to be significant, and for clarity of presentation all other loadings were omitted. The complete factor matrix for both the "As Is" and the "Should Be" statements is available (Appendix G and H). Statements were grouped in rank order according to the factor for which they significantly loaded.

Table 3  
"As Is" Factor Matrix

Statement	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
22 (P)	.724				
20 (G-K)	.651			.420	
31 (S)	.627				
26 (G-K)	.627			.423	
28 (P)	.623	.452			
8 (G-K)	.508			.417	
34 (A)	.508				.459
6 (G-K)	.465			.396	
1 (G-K)	.463				
18 (G-CT)		.651			
19 (G-SK)		.647			
35 (A)		.638			
25 (R)		.619			.418
24 (G-SK)	.386	.587			
21 (G-SK)	.446	.534			
27 (G-SK)		.472	.466		
23 (G-CT)		.422	.398		
30 (G-CT)		.397			
5 (G-CT)			.711		
14 (A)		.368	.637		
3 (G-SK)	.510		.599		
2 (P)			.592	.378	
11 (A)			.562	.373	
13 (G-CT)		.460	.506		
10 (R)			.505		.484
7 (R)			.424		
4 (A)			.384		.357
17 (S)				.693	
15 (P)				.679	
16 (S)				.659	
29 (S)	.465			.583	
12 (P)				.551	.469
9 (S)	.365			.532	
32 (R)					.689
33 (R)					.658

Factor loadings less than .350 omitted for clarity.

G-K General Education, knowledge  
 G-CT General Education, critical thinking  
 G-SK General Education, skill development  
 R Reflexive Education  
 A Active Citizenship Education  
 S Scholarly/Social Science Education  
 P Preserving Citizenship Education

Table 4  
 "Should Be" Factor Matrix

Statement	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
29 (S)	.707				
26 (G-K)	.697				
9 (S)	.679				
16 (S)	.648				
22 (P)	.592			.380	
31 (S)	.563				
20 (G-K)	.532				
17 (S)	.487				.419
15 (P)	.458				
1 (G-K)		.696			
13 (G-CT)		.681			
25 (R)		.668			
34 (A)		.652			
4 (A)		.534			
24 (G-SK)		.495	.433		
3 (G-SK)		.390		.379	
19 (G-SK)			.739		
18 (G-CT)			.692		
23 (G-CT)			.655		
27 (G-SK)		.387	.609		
35 (A)		.447	.491		
30 (G-CT)	.409	.377	.440		
5 (G-CT)			.388		
28 (P)			.383		
6 (G-K)				.667	
21 (G-SK)			.516	.538	
2 (P)	.399	.375		.466	
33 (R)	.390			.448	
14 (A)				.357	
12 (P)				.327	
10 (R)					.685
7 (R)					.676
11 (A)					.520
32 (R)		.392			.432
8 (G-K)					.359

Factor loadings less than .350 omitted for clarity

G-K General Education, knowledge  
 G-CT General Education, critical thinking  
 G-SK General Education, skill development  
 R Reflexive Education  
 A Active Citizenship Education  
 S Scholarly/Social Science Education  
 P Preserving Citizenship Education

## GRASP SOCIAL STUDIES NEEDS ASSESSMENT SCALE

Dr. Melvin Arnoff (1976)  
(revised, 1983 by M. Arnoff and Donald Bohlen)

- 1 The student <sup>knows</sup> should know the functioning of the major nations of the world today.
- 2 The student <sup>knows</sup> should know how the free enterprise system has helped the U.S. to grow and prosper.
- 3 The student <sup>is</sup> should be able to use the concept of chronology in referring to significant events in the history of humankind.
- 4 The student <sup>believes</sup> should believe that democracy works best when its citizens are informed, vigilant, and politically active.
- 5 The student <sup>is</sup> should be able to infer cause and effect relationships.
- 6 The student <sup>knows</sup> should know the general geography of the world, continents, nations, capitals, oceans, seas, etc.
- 7 The student <sup>is</sup> should be clear about his/her own values and those of parents, peers, and other elements of society.
- 8 The student <sup>knows</sup> should know the social conditions existing in the major nations of the world today.

- 9     The student        knows        how each type of  
                         should know        social scientist goes about gathering  
                         data.
- 10    The student        works        to reduce  
                         should work        prejudice in him/herself.
- 11    The student        knows        how to take  
                         should know        effective social action to sustain or  
                         change government policies or actions.
- 12    The student        believes        it is a  
                         should believe        citizen's duty to vote.
- 13    The student        is        able to evaluate  
                         should be        alternative proposals to determine which  
                         is most likely to be successful.
- 14    The student        believes        that power  
                         should believe        can corrupt and even people voted into  
                         power must be scrutinized.
- 15    The student        is        able to tell the  
                         should be        content of each of the amendments to the  
                         Constitution.
- 16    The student        knows        how capital-  
                         should know        istic economies attempt to cope with  
                         supply, demand, prices, and inflation.
- 17    The student        knows        the "structures  
                         should know        of the social sciences," economics,  
                         political science, anthropology,  
                         sociology, geography, as well as  
                         history.
- 18    The student        is        able to use  
                         should be        factual information to form an  
                         gent conclusion.



- 19 The student <sup>is</sup> should be able to read with understanding social studies content material.
- 20 The student <sup>knows</sup> should know the flow of of the eras of humankind from ancient civilizations to today.
- 21 The student <sup>is</sup> should be able to use maps, globes, and graphs to derive information.
- 22 The student <sup>knows</sup> should know the dates of specific major events in American History.
- 23 The student <sup>is</sup> should be able to separate fact, non-fact, and opinion.
- 24 The student <sup>is</sup> should be able to read with understanding local, national, and international political and economic events reported on the front page of a newspaper.
- 25 The student <sup>pursues</sup> should pursue learning (information and skills) which are of interest to him/herself.
- 26 The student <sup>knows</sup> should know the major cultural achievements of humankind appreciated today throughout the world.
- 27 The student <sup>has</sup> should have sufficient basic skills and knowledge so that they have the opportunity to become an independent learner.

- 28 The student <sup>knows</sup> should know the major causes of 'landmark' events in U.S. History such as the Revolutionary War, War of 1812, Civil War, etc.
- 29 The student <sup>knows</sup> should know the basic laws and principles of each of the social sciences.
- 30 The student <sup>is</sup> should be able to identify inconsistencies in statements of belief or proposals for action.
- 31 The student <sup>knows</sup> should know a structured approach to political science including purposes, functions, and processes in several types of political systems.
- 32 The student <sup>believes</sup> should believe that he/she is a unique and worthy individual.
- 33 The student <sup>knows</sup> should know his/her ethnic and religious heritage.
- 34 The student, knowing U.S. policies and having made his/her own judgements about them, <sup>works</sup> should work to effect the policy-making process in accord with his/her own judgements.
- 35 The student <sup>is</sup> should be able to suggest possible solutions to social problems.

As White (1982) noted, "Ideally, all ... items within a dimension will load strongly on one and the same factor, will have a near zero loading on the other factors, and will have h values approaching 1.00" (p. 11).

Inspection of the "As Is" matrix revealed that the GRASP model did not factor in the ideal manner; that is, statements for each of the five components of the model did not load exclusively with one and only one of the five factors.

The GRASP model consisted of five components: General Education, Reflexive Education, Active Citizenship Education, Scholarly/Social Science Education, and Preserving Citizenship Education. The General Education component consisted of general knowledge, critical thinking, and skill development.

Factor 1 accounted for all five of the knowledge statements from the General Education component. Four other statements also loaded into that factor. Statements 22 and 28 were statements of fact relating to United States history in particular and in that sense it was understandable that they classified as knowledge statements. Statements 31 and 34 were intended to represent the Scholarly/Social Science and the Active Citizenship dimensions of the GRASP model, respectively. Statements 31 and 34 notwithstanding, Factor 1 indicated the existence of a component in agreement with the knowledge section of the General Education component of the GRASP model.

Factor 2 accounted for seven of the remaining ten statements from the General Education component. In particular these two remaining areas were critical thinking and skill development. Two other statements also loaded in Factor 2. Statement 35 was originally intended to represent Active Citizenship Education and statement 25

to represent Reflexive Education. The results therefore did indicate the existence of a General Education component comprised not of three subsections as proposed by the GRASP model, but of only two subsections, general knowledge representing one subsection and skill development and critical thinking representing the second subsection.

Factor 3 loaded statements from four of the five parts of the GRASP model. The only component not represented was the Scholarly/Social Science section. Factor 3 included three statements from General Education, three from Active Citizenship Education, two from Reflexive Education, and one from Preserving Citizenship Education. Of the nine statements that loaded in Factor 3, seven of them also had significant loadings within other factors. Given the wide variation of statements within Factor 3, no correlation with the GRASP model was possible.

Factor 4 consisted of six statements, four of which represented Scholarly/Social Science Education. It was not surprising that this section loaded as it did. The concept of social studies education as the pursuit of individual social science disciplines has existed as long as the field of social studies itself.

Factor 5 loaded only two statements. Even though they were both from the same component, Reflexive Education, the scattering of the other three Reflexive statements indicated that this dimension was not clearly defined.

For the "Should Be" matrix, Factor 1 loaded all of the statements relating to the Scholarly/Social Science position previously identified. Statements 15 and 22, originally intended as Preserving Citizenship Education statements, also loaded in this factor. Statement 15 had loaded in the Scholarly/Social Science factor on the "As Is" matrix.

Two statements, numbers 20 and 26 from the General Education section of the GRASP model, also loaded in Factor 1. All four of these statements, although not initially intended as representative of the Scholarly/Social Science position, had in common that they were of a historical nature. This could be an indication that for the secondary curriculum, the term social science was interpreted to mean history.

The second factor of the "Should Be" matrix loaded seven statements in all. Those seven statements represented three different components of the General Education dimension. Factor 2 did not correlate with the GRASP model.

Six of the eight statements from Factor 3 of the "Should Be" matrix were the same statements that comprised Factor 2 of the "As Is" matrix. As Factor 2 (As Is) was labeled General Education, so too was Factor 3 (Should Be).

Neither Factor 4 nor Factor 5 of the "Should Be" matrix correlated with the GRASP model. Factor 4 loaded statements from four of the five GRASP components. Even the statements representing the General Education component were from different subsections.

Factor 5 contained statements from three different parts of the GRASP model and even though three statements from the Reflexive Education section loaded together, that was not considered substantial enough to make a claim for the independent existence of the Reflexive Education component.

On both of the matrices there were items that loaded significantly on more than one factor. The "As Is" matrix contained 21 such statements and the "Should Be", matrix 13. Statements number 2 and number 30 of the "Should Be" matrix loaded on three different factors. No statements of the "As Is" matrix loaded on more than two factors.

To examine the relationship between how teachers defined what is currently being taught in social studies as opposed to what should be taught, the data for factor scores (Appendix G and H) were obtained for each of the individual respondents.

For any given respondent, the set of factor scores indicated the direction and the degree of correlation between the respondent and an individual factor. For example, on the "Should Be" matrix respondent number 2 had a factor score of 1.58172 for Factor 3 and a factor score of -1.20949 for Factor 5. That particular respondent had a positive correlation with Factor 3 and a negative correlation with Factor 5. For that particular respondent Factor 3 represented a dimension of what social studies should be and Factor 5 represented a dimension of what social studies should not be.

Factor scores between .80000 and -.80000 were not considered to be significant. Within that range, it was not possible to determine if a respondent was in fact sure that the factor represented a current practice, or that the respondent was in support of the position that the factor should be in practice.

#### Analysis of data

As a result of the factor analysis of the "As Is" matrix, it was possible to label three distinctive factors from the GRASP model that respondents felt presently constituted social studies education.

Factor 1 was labeled General Knowledge Education. The respondents expressed the opinion that social studies education had undertaken the task of teaching students a core of basic knowledge. Although not intended as a separate factor in the GRASP model, general knowledge was defined in that model under the General Education component.

Factor 2 consisted of the remainder of the General Education component of the GRASP model and therefore also was labeled as General Education in this study. Distinctive to this category were critical thinking and the development of certain specific skills such as communication, good study habits, reading, and skills particular to social studies.

Factor 4 represented social studies as the study of the various social science disciplines. This tradition had appeared in the Barr, Barth, and Shermis model, the Brubaker, Simon, and Williams model and was discussed in some detail in the Review of the Literature. For this study, Factor 4 was identified as the Scholarly/Social Science dimension of the GRASP model.

With respect to the GRASP model, the components defined as Active Citizenship Education, Preserving Citizenship Education, and Reflexive Education did not appear as independent factors. Statements intended as examples of Reflexive Education were found to load in three of the five factors. Active Citizenship Education also loaded in three different factors as did statements concerning Preserving Citizenship Education. The "As Is" data therefore did not support the existence of those three dimensions.

From inspection of the "Should Be" data, only two factors correlated with the GRASP model, Factor 1, which was labeled Scholarly/Social Science Education, and Factor 3, which was labeled General Education.

As was the case with the "As Is" data, the data from the "Should Be" matrix did not support the independent existence of Active Citizenship Education, Preserving Citizenship Education, or Reflexive Education as defined by the GRASP model. Statement 12, which was intended to be representative of Preserving Citizenship Education did not achieve a

significant loading on any factor and was therefore omitted from Table 4. In addition, for the "Should Be" matrix, statements concerning general knowledge were scattered in four of the five factors which resulted in the reduction by one of the number of factors that correlated with the GRASP model.

The "As Is" responses were intended to elicit from the respondents a depiction of the current status of the field of social studies. They were asked to respond on the basis of how they saw social studies currently being practiced or taught. Within the confines of the GRASP model, they defined social studies as the teaching of (1) specific factual knowledge, (2) general education, and (3) the social science disciplines.

The purpose of the "Should Be" responses was to assess philosophical assumptions concerning social studies education. Once again within the confines of the GRASP model, factors were identified as to what social studies education should be. As previously noted there were only two. They were general education and the disciplines of the social sciences.

The overlap between the two sets of responses was clear. Both identified the General Education position and the Scholarly/Social Science position. Some comparisons between those two positions and the two sets of responses were therefore possible. The General Knowledge Factor was decidedly more isolated.

The fact that the General Knowledge Factor loaded on the "As Is" matrix and did not load on the "Should Be" matrix was itself significant. The teaching of general knowledge for its own sake was recognized as existing in practice. However, the knowledge statements were distributed among four of the five factors on the "Should Be" matrix. Thus, when the participants responded to the question of should such an approach exist independently, they indicated it should not.



Of the three discrete positions identified from the "As Is" matrix, the General Knowledge Factor loaded six of nine statements to load on other factors. What was interesting was that of the six that double loaded, four of them loaded into the same second factor, the Scholarly/Social Science Factor. These four statements also represented four of the five original general knowledge statements from the GRASP model. This raised the possibility of some degree of correlation from Factor 1 to Factor 4. From the perspective of the respondents, was there a link in current social studies instruction between general factual knowledge and the approach that centers on the disciplines of the social sciences?

An examination of factor scores was conducted for the General Education and Scholarly/Social Science Education components. The reader is reminded that factor scores within the range of .80000 to -.80000 were excluded. While admittedly this was a somewhat arbitrary cut-off point, it allowed the examination to concentrate on those factor scores that indicated either definite support or definite opposition for the factors identified by the factor analysis. Factor scores greater than .80000 were subsequently referred to as being supportive; factor scores less than -.80000 were considered in opposition.

The Scholarly/Social Science dimension loaded significantly for both matrices. On the "As Is" matrix, twenty-eight respondents (21.21%) recorded factor scores that were supportive and thirty-three (25.00%) respondents recorded scores that were in opposition. Taken alone these figures were neither very interesting nor particularly significant. However, by examining the corresponding significant "Should Be" factor scores for each of the 28 supportive participants, it was possible to reach some conclusions.

The question was asked, what was the direction of the "Should Be" factor scores for those 28 respondents? If all 28 of them had also reported supportive factor scores on the "Should Be" matrix, then it reasonably could have been concluded that for those individuals social studies education was in practice what it should be in theory. Of course, the opposite was possible. All 28 "Should Be" factor scores could have been in opposition in which case these respondents apparently perceived a gap between practice and theory. In fact, however, neither of these situations occurred. Of the 28, four had corresponding supportive factor scores on the "Should Be" matrix and two were in opposition. The remaining 22 were noncommittal; that is, they fell in the range of less than .80000 but greater than  $-.80000$ . Of those participants who agreed that social studies education was the social science disciplines approach, four (14.29%) felt that was as it should be, two (7.14%) felt that was not as it should be, and 22 (78.57%) were not sure if that should be the case.

The same process was carried out for both sets of responses and for both factors. In each case significant factor scores for each participant were examined to see if any correlation existed between "As Is" and "Should Be" factor scores. The results were similar to those from the preceding example case. Noncommittal responses were always in the majority. This meant that when an individual respondent supported a specific dimension as currently in social studies education, the same respondent was seldom in agreement or disagreement that such should be the case. The factor scores indicated very little correlation, whether it be agreement or disagreement, between practice and theory. The majority of respondents who were identified as being either supportive or in opposition of an "As Is" factor recorded noncommittal "Should Be"

factor scores. The same results were obtained from correlating "Should Be" factor scores to "As Is" factor scores.

What this indicated was confusion or a lack of consistency, or both, on the part of the responding social studies teachers concerning what is and what should be. That conclusion, and all others in this study, was made with the knowledge that the sample size was small and sampling bias was undoubtedly present.

At this point the analysis was expanded to include all of the five factors and not just the factors that correlated to the GRASP model. This study was designed to determine whether teachers who did not perceive social studies education as currently being represented in practice by any of the identifiable dimensions, would perceive that any of the identifiable dimensions should be in practice. Therefore, another way to look at possible correlations between "As Is" perceptions and "Should Be" perceptions was to tally for the "As Is" responses how many participants recorded nonsupportive factor scores for any of the five factors. In other words, how many respondents were not supportive that any of the five dimensions were currently in practice? When tallied, that number was 44 (33.33%).

The "Should Be" factor scores for those 44 respondents were examined. If a "Should Be" factor score of greater than .80000 was evident for any one of the five factors, it indicated that although that individual did not perceive as in existence any of the five factors, they did perceive that at least one should be in practice. Of the 44 participants who were nonsupportive of any of the "As Is" factors, 20 were also nonsupportive that any of those five factors should be in practice. For those 20 individuals there were no clues as to what social studies education is

or what it should be. Do those individuals have specific ideas as to what should be, or are they teachers who are simply frustrated about what is not and will never be? The remaining 20 individuals that did not perceive as in practice any of the five factors, were of the opinion that one or more should be.

The literature indicated that within the field of social studies there is still a general degree of confusion. With respect to the perceptions of classroom teachers, this study's findings are in agreement with that conclusion.

Consider the following. For the "As Is" matrix there were 132 responses and five factors. That amounted to 660 factor scores. Of those 660, 140 (21.21%) were in opposition and 134 (20.30%) were supportive. The remaining 386 (58.48%) were in the noncommittal group. Within the confines of the proposed GRASP model, a majority of respondents did not agree that those dimensions were in practice. Nor did they think they should be, as the results for the "Should Be" matrix were similar.

It might also be possible that there was more confusion concerning what is than what should be. The "As Is" matrix had 21 double statements that double loaded. The "Should Be" matrix had only 13. Did this indicate there was more confusion about what is than what should be?

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

The purpose of this study was two-fold. The first purpose was to subject the GRASP model of social studies to factor analysis. Data that were generated by the factor analysis indicated that not all of the intended components of the GRASP model were able to be identified as independent factors.

The second purpose was to explore within the confines of the GRASP model, relationships between how teachers perceived the present status of the field of social studies and how they perceived it should be defined. Was there a gap between the two positions? The factor scores indicated that some degree of gap did exist. Because of the sampling bias, it was difficult to determine the magnitude of the gap. There were no specific patterns or inconsistencies.

The analysis of factor scores indicated that there were some teachers who were neither supportive of what currently exists or supportive of any of the positions resulting from the factor analysis.

#### Conclusions

The most serious limitations to the study was the return percentage of surveys that were distributed to the random sample of social studies teachers in North Carolina. As a result of the relatively low number of returned surveys there was a definite sample bias. All conclusions therefore were limited in their scope to only the group of respondents.

In future attempts, since there is no way of guaranteeing adequate return percentages, it would be advisable to request more specific demographic information perhaps in correlation with information from the article "A Profile of Social Studies Teachers" that appeared in the October 1981, issue of Social Education. As a national picture begins to emerge about social studies teachers, it would then be possible to compare characteristics from study to study and thereby reach conclusions representative of a more general population.

Some cautions should be noted with respect to the conclusions arrived at as a result of the factor analysis. Nunnally warned that the researcher could be fooled by factor analysis in a number of ways. For this study the significant cut-off point for factor loadings was .350. Hair, Anderson, Tatham and Grablovsky (1979) had suggested that loadings above .300 were significant. Nunnally warned about overinterpreting factor loadings less than .400. Nunnally (1978) suggested in terms of the make-up of the population that, "If both sexes are included in an analysis, it is wise to standardize scores separately for the two before correlations are computed" (p. 435).

Nunnally also addressed the question of population size. The smaller the ratio between the number of respondents and the number of statements on the instrument, the greater is the possibility that the results are by random chance. It becomes possible to interpret the results in any possible manner. Hair, Anderson, Tatham, and Grablovsky suggested a ratio of four or five to one, although it has also been pointed out to this researcher that a ratio of ten to one would be statistically more significant.

### Recommendations

It is recommended that any future studies be done on a larger scale; that is, the initial population that receives the instrument should be increased. This would result in two advantages. First, it would give a better cross-section of respondents from which to reach conclusions, and second, a larger population would add to the reliability of the factor analysis.

With respect to the number of factors arrived at by the factor analysis, there are numerous possibilities. Instead of using the a priori criterion, the latent root criterion could be used. Certainly if the latent root criterion were applied, it would be necessary to have a larger population from which to draw conclusions. What would happen if the number of factors were either increased or decreased? How would such changes impact on the GRASP model?

As a result of the factor analysis, factors emerged that appeared to be outside of the GRASP model. A number of questions were suggested. Why did those factors load as they did? Why were they outside of the GRASP model? What are those factors identifying? How were respondents who had factor scores that correlated significantly with factors outside of the GRASP model arranging the field of social studies? What do their instructional programs look like and what are their goals? More importantly, what is happening to or for students?

Those respondents who were outside of the GRASP model, but still correlated with the yet unidentified factors were giving clues as to their perceptions concerning what social studies education currently is and what it should be in the future. Also identified was another group, those who were not in agreement with any of the factors. For those

individuals there were no clues as to either what is or what should be, only information about what is not and what should not be. One respondent had negative factor scores for all five factors on both matrices. For those respondents a way other than a written survey is needed to get at what is essential for the teaching of social studies. It is recommended that a follow-up procedure consisting of interviews be established as an extension process for the collection of data.

Research in the field of social studies education needs to continue the process of examining rationales underlying the methods and practices of classroom teachers. Surveys such as this one should serve as a launching pad for interviews with teachers and research conducted in connection with everyday classroom practices. There is still the need to obtain a more comprehensive picture of what is taking place in social studies classrooms across the nation.

James Shaver (1977) was quoted in the introduction of this study as stating, "The assumptions underlying much of what we do in social studies education are badly in need of examination. Rationale-building is the major task we face, or ought to face" (p. 307). A precise rationale would not only allow the field to chart a comprehensive course of action, but at the same time provide a framework from which to evaluate for the incorporation or the rejection of new topics and materials.

The data indicated that respondents identified approaches that were in practice, but that should not be. This study was not designed to answer why such a difference existed. The next appropriate design would be to ascertain why an existing approach was in conflict with a philosophical belief. Put another way, why is there a difference between practice and theory, a difference between what teachers do and what they say they should do?



A clearer, more precise understanding of what is happening in the schools as well as an understanding of what should be happening is essential if the field is to move in a direction that will ultimately be of benefit to the student. If it is decided that where we currently are is the best place to be, then the combined efforts of all those in the field should be directed toward improving strategies. If our present status is determined to be inadequate, then whatever direction is decided upon should be based upon the thoughts and reflections from a cross-section of the profession.

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## APPENDIX A

## APPENDIX A

A Conceptual Framework for the Goals of  
Social Studies Education: The GRASP Model

by

Dr. Melvin Arnoff  
Kent State UniversityGENERAL EDUCATION

A basic core of knowledge needed by all persons.

Core generally consists of literature, science, mathematics, history, and arts.

Included would be the study of intellectual highpoints in history; the Greeks and the Romans; the ideals of the Judeo-Christian tradition.

The student would acquire basic skills, skill in communication, reading, reference skills, and studying. Particular to the social studies this would include being able to use maps, globes, and charts.

He/she would have the ability to think critically. This would include comprehending concepts, recalling facts, organizing data, and thinking abstractly.

The student would be knowledgeable about the world and generally aware of the cultural contributions of humankind.

History may be seen to unite all the fragments of the isolated curriculum. One may be able to perceive them as a "connected body of knowledge".

REFLEXIVE EDUCATION

Reflexive education is that which is of concern and meaning to the individual learner.

The aims would include development of positive self-perceptions, ethnic pride and knowledge, values clarification, moral reasoning, and knowledge of one's own ability.

This child-centered curriculum focuses on events, activities and content which have meaning to the individual.

The control of any process such as revelation, reflection or modification is in the hands of the individual, the teacher is somewhat of a catalyst.

This approach is clearly related to the philosophy of existentialism. Educational emphasis is not on scholarly debate but on creation, that is one can create ideas relevant to one's own needs and interests.

#### ACTIVE CITIZENSHIP EDUCATION

The active citizen is not only informed, but one who invests energy to bring about results he/she believes are desirable.

For active citizenship content or knowledge would have to be practical and realistic. Students would have to learn about committees, lobbies, and filibusters, etc.

Content not the distinctive element. It is merely a prerequisite to action.

Action not taken unless one possesses a certain attitude: the individual must believe:

I can make a difference  
 I want to make a difference  
 I must make responsible/informed choices  
 My action will make a difference.

#### SCHOLARLY/SOCIAL SCIENCE EDUCATION

Knowledge in this area is the basic principles of the social sciences and the methodologies of different social scientists.

The emphasis of this particular approach is well founded in the disciplines approach of the 1960's.

In connection with this, the philosophy is that schools exist as institutions to stimulate intellectual growth.

The emphasis is on the specific knowledge of facts as well as knowledge of concepts and principles of social science.

#### PRESERVING CITIZENSHIP EDUCATION

Different from active citizenship education. Content tends to be descriptive studies of home, family, school, and nation, etc.

This type of citizen is a loyal American who participates in the economic system and votes in elections. There is a certain sensitiveness to "American-ness".

Skills in this segment would be memorization of names, dates, places, and events in American History, etc.

Attitudinally, the preserving citizen is law abiding, rather conforming, resistant to change, and somewhat intolerant toward the expression of dissent.

He/she is a preserving citizen either by habit or by conviction. By habit would include lack of interest, indoctrination or a feeling of hopelessness, the feeling that he/she can not make any difference.

**APPENDIX B**

## APPENDIX B

GRASP SOCIAL STUDIES  
NEEDS ASSESSMENT SCALE

Dr. Melvin Arnoff (1978)  
(revised 1983 by M. Arnoff and  
Donald Bohlen)

1. The student knows/should know the function of the major nations of the world today.
2. The student knows/should know how the free enterprise system has helped the U.S. to grow and prosper.
3. The student is/should be able to use the concept of chronology in referring to significant events in the history of humankind.
4. The student believes/should believe that democracy works best when its citizens are informed, vigilant, and politically active.
5. The student is/should be able to infer cause and effect relationships.
6. The student knows/should know the general geography of the world, continents, nations, capitals, oceans, and seas, etc.
7. The student is/should be clear about his/her own values and those of parents, peers, and other elements of society.
8. The student knows/should know the social conditions existing in the major nations of the world today.
9. The student knows/should know how each type of social scientist goes about gathering data.
10. The student works/should work to reduce prejudice in him/herself.
11. The student knows/should know how to take effective social action to sustain or change government policies or actions.
12. The student believes/should believe it is a citizen's duty to vote.
13. The student is/should be able to evaluate information and propose reasonable and potentially effective solutions to social, political and economic issues.
14. The student knows/should know examples of both ethical and unethical conduct of our public officials.

15. The student is/should be able to tell the content of each of the amendments to the constitution.
16. The student knows/should know how capitalistic nations increase the supply of money.
17. The student knows/should know the "structure of the social sciences", economics, political science, anthropology, sociology, geography, as well as history.
18. The student is/should be able to use factual information to form an intelligent conclusion.
19. The student is/should be able to read with understanding social studies content material.
20. The student knows/should know the flow of the eras of humankind from ancient civilizations to today.
21. The student is/should be able to use maps, globes, and graphs to derive information.
22. The student knows/should know the dates of specific major events in American History.
23. The student is/should be able to separate fact, non-fact, and opinion.
24. The student is/should be able to read with understanding local, national, and international political and economic events reported on the front page of a newspaper.
25. The student pursues/should pursue learning (information and skills) which is of interest to him/herself.
26. The student knows/should know the major cultural achievements of humankind appreciated today throughout the world.
27. The student is/should be able to pursue knowledge on one's own.
28. The student knows/should know the major causes of "landmark" events in U.S. history such as the Revolutionary War, War of 1812, Civil War, etc.
29. The student knows/should know the basic laws and principles of each of the social sciences.
30. The student is/should be able to identify inconsistencies in statements of belief or proposals for action.
31. The student receives/should receive extensive instruction in history at several grade levels before attempting to understand current history, problems or issues.
32. The student believes/should believe that he/she is a unique and worthy individual.

33. The student knows/should know his/her ethnic and religious heritage.
34. The student, based on his/her own reasoned value system makes/should make judgements on U.S. policy at home and abroad in economic, political and social affairs.
35. The student is/should be able to suggest possible solutions to social problems.

INDICATE TO WHICH CATEGORY OF THE GRASP MODEL EACH INDIVIDUAL STATEMENT BELONGS. USE ONLY THE NUMBER FOR EACH STATEMENT. UPON COMPLETION PLEASE RETURN BY MAIL YOUR RESPONSES AND THE ENTIRE ASSESSMENT SCALE. THANK YOU FOR YOUR TIME AND COOPERATION.

GENERAL EDUCATION (Knowledge for the sake of knowledge, basic skills, and critical thinking)

REFLEXIVE EDUCATION

ACTIVE CITIZENSHIP EDUCATION

SCHOLARLY/SOCIAL SCIENCE EDUCATION

PRESERVING EDUCATION

## APPENDIX C



GRASP SOCIAL STUDIES  
NEEDS ASSESSMENT SCALE

Dr. Melvin Arnoff (1976)  
(revised, 1983 by M. Arnoff and Donald Bohlen)

		<u>AS IS</u>	<u>SHOULD BE</u>
1-60	The student <sup>knows</sup> should know the functioning of the major nations of the world today.	(1) SA A N D SD	(60) SA A N D SD
2-61	The student <sup>knows</sup> should know how the free enterprise system has helped the U.S. to grow and prosper.	(2) SA A N D SD	(61) SA A N D SD
3-62	The student <sup>is</sup> should be able to use the concept of chronology in referring to significant events in the history of humankind.	(3) SA A N D SD	(62) SA A N D SD
4-63	The student <sup>believes</sup> should believe that democracy works best when its citizens are informed, vigilant, and politically active.	(4) SA A N D SD	(63) SA A N D SD
5-64	The student <sup>is</sup> should be able to infer cause and effect relationships.	(5) SA A N D SD	(64) SA A N D SD
6-65	The student <sup>knows</sup> should know the general geography of the world, continents, nations, capitals, oceans, seas, etc.	(6) SA A N D SD	(65) SA A N D SD
7-66	The student <sup>is</sup> should be clear about his/her own values and those of parents, peers, and other elements of society.	(7) SA A N D SD	(66) SA A N D SD
8-67	The student <sup>knows</sup> should know the social conditions existing in the major nations of the world today.	(8) SA A N D SD	(67) SA A N D SD

- 9-68 The student <sup>knows</sup> should know how each type of (9) SA A N D SD (68) SA A N D SD  
social scientist goes about gathering  
data.
- 10-69 The student <sup>works</sup> should work to reduce (10) SA A N D SD (69) SA A N D SD  
prejudice in him/herself.
- 11-70 The student <sup>knows</sup> how to take (11) SA A N D SD (70) SA A N D SD  
<sup>should know</sup> effective social action to sustain or  
change government policies or actions.
- 12-71 The student <sup>believes</sup> should believe it is a (12) SA A N D SD (71) SA A N D SD  
citizen's duty to vote.
- 13-72 The student <sup>is</sup> should be able to evaluate (13) SA A N D SD (72) SA A N D SD  
alternative proposals to determine which  
is most likely to be successful.
- 14-73 The student <sup>believes</sup> should believe that power (14) SA A N D SD (73) SA A N D SD  
can corrupt and even people voted into  
power must be scrutinized.
- 15-74 The student <sup>is</sup> should be able to tell the (15) SA A N D SD (74) SA A N D SD  
content of each of the amendments to the  
Constitution.
- 16-75 The student <sup>knows</sup> should know how capital- (16) SA A N D SD (75) SA A N D SD  
istic economies attempt to cope with  
supply, demand, prices, and inflation.
- 17-76 The student <sup>knows</sup> should know the "structures (17) SA A N D SD (76) SA A N D SD  
of the social sciences," economics,  
political science, anthropology,  
sociology, geography, as well as  
history.
- 18-77 The student <sup>is</sup> should be able to use (18) SA A N D SD (77) SA A N D SD  
factual information to form an  
intelligent conclusion.

- 19-78 The student <sup>is</sup> should be able to read (19) SA A N D SD (78) SA A N D SD  
with understanding social studies  
content material.
- 20-79 The student <sup>knows</sup> should know the flow of (20) SA A N D SD (79) SA A N D SD  
of the eras of humankind from ancient  
civilizations to today.
- 21-80 The student <sup>is</sup> should be able to use (21) SA A N D SD (80) SA A N D SD  
maps, globes, and graphs to derive  
information.
- 22-81 The student <sup>knows</sup> should know the dates of (22) SA A N D SD (81) SA A N D SD  
specific major events in American  
History.
- 23-82 The student <sup>is</sup> should be able to separate (23) SA A N D SD (82) SA A N D SD  
fact, non-fact, and opinion.
- 24-83 The student <sup>is</sup> should be able to read (24) SA A N D SD (83) SA A N D SD  
with understanding local, national,  
and international political and economic  
events reported on the front page of a  
newspaper.
- 25-84 The student <sup>pursues</sup> should pursue learning (25) SA A N D SD (84) SA A N D SD  
(information and skills) which are of  
interest to him/herself.
- 26-85 The student <sup>knows</sup> should know the major (26) SA A N D SD (85) SA A N D SD  
cultural achievements of humankind  
appreciated today throughout the world.
- 27-86 The student <sup>has</sup> should have sufficient (27) SA A N D SD (86) SA A N D SD  
basic skills and knowledge so that  
they have the opportunity to become  
an independent learner.

At what level is your teaching assignment?    Grades 7-9                      Grades 10-12 \_\_\_\_\_

## APPENDIX D

April 29, 1983

Dear Colleague:

In connection with a doctoral dissertation at UNC-Greensboro, I am conducting a study to determine how social studies teachers currently see the field of Social Studies and also in assessing how social studies teachers think the field of Social Studies should be defined.

The enclosed questionnaire is designed to gather data concerning goals and objectives for the Social Studies. The instrument consists of thirty-five (35) statements relating to goals for the Social Studies. I would like for you to respond to each item twice. The first time respond on the basis of how you see social studies currently being practiced or taught. Responses should be recorded in the "As Is" column. Then re-read the statements and determine if the goals should be included in the social studies education. That is the "Should Be" column. The choices of response range from Strongly Agree (SA) to Strongly Disagree (SD). N means you neither agree or disagree. There are no right or wrong answers.

Your name was randomly selected from a list of social studies teachers in North Carolina. The demographic information is for statistical purposes only. The questionnaire is coded for the purpose of sending follow-up forms. No names or school districts will be singled out in either the analysis of data or the results.

Completing the questionnaire takes about fifteen minutes. Please complete and return in the preaddressed envelope as soon as possible, but no later than May 18, 1983. I realize this is a busy time of the year. I greatly appreciate your time and consideration.

Sincerely,

*Donald C. Bohlen*

Donald C. Bohlen  
Ed.D. Candidate  
Curriculum and Instruction  
School of Education  
University of North Carolina at Greensboro

Lois Edinger, Chairperson

DCB/psr

## APPENDIX E

Dear Colleague,

Recently I sent to you a questionnaire concerning goals and objectives for the Social Studies. I would greatly appreciate it if you would take a few minutes to complete the questionnaire and return it to me. Once again thank you for your time and consideration.

Sincerely,

*Donald C. Bohlen*  
Donald C. Bohlen



## APPENDIX F

## ROTATED FACTOR MATRIX

	FACTOR 1	FACTOR 2	FACTOR 3	FACTOR 4	FACTOR 5
Q22ASIS	.72394	.21899	.07034	.17171	.16643
Q20ASIS	.65071	.21014	.17328	.41956	-.08106
Q31ASIS	.62723	.26067	.18717	.32905	.21731
Q26ASIS	.62716	.17963	.16392	.42290	.21562
Q28ASIS	.62310	.45157	.09799	.12988	.18123
Q8ASIS	.50849	.02758	.33130	.41729	.18891
Q34ASIS	.50772	.32774	.17423	.17853	.45381
Q6ASIS	.46540	.16173	.30996	.39639	.29357
Q1ASIS	.46305	.03126	.34850	.31711	.26695
Q18ASIS	.23161	.65064	.27667	.32195	.11848
Q19ASIS	.27406	.64677	.19213	.25202	.02154
Q35ASIS	.00038	.63754	.19256	.12317	.23931
Q25ASIS	.10257	.61909	.06712	-.05131	.41868
Q24ASIS	.38645	.58731	.28190	.18336	.19086
Q21ASIS	.44557	.53396	.13650	.28695	.19476
Q27ASIS	.34109	.47273	.46608	.18681	.22855
Q23ASIS	.29887	.42152	.39834	.24692	.21171
Q30ASIS	.30590	.39719	.27238	.24740	.29248
Q5ASIS	.21024	.22321	.71103	.19733	.03263
Q14ASIS	-.21575	.36844	.63754	.20374	-.02267
Q3ASIS	.51036	.03697	.59918	-.07568	.15248
Q2ASIS	.18004	.21445	.59207	.37796	.17573
Q11ASIS	.28737	.19125	.56288	.37338	.28599
Q13ASIS	.20040	.46095	.50623	.08430	.16709
Q10ASIS	.18845	.10341	.50546	.17781	.48388
Q7ASIS	.16507	.18700	.42357	.13383	.32896
Q4ASIS	.12365	.19910	.38445	.25499	.35707
Q17ASIS	.31641	.17099	.19044	.69312	-.02053
Q15ASIS	.23471	.25728	.16910	.67874	.08966
Q16ASIS	.15053	.18101	.30782	.65857	.25354
Q29ASIS	.46514	.14114	.12238	.58364	.14079
Q12ASIS	.03075	.28305	-.00778	.55107	.46878
Q9ASIS	.36463	.03471	.32108	.53247	.17220
Q32ASIS	.16814	.23500	.17796	.18928	.68787
Q33ASIS	.26582	.28369	.17023	.07240	.65794

## APPENDIX G

## ROTATED FACTOR MATRIX

	FACTOR 1	FACTOR 2	FACTOR 3	FACTOR 4	FACTOR 5
Q29SHBE	.70732	.13924	.06381	.16116	.09716
Q26SHBE	.69671	.16708	.09837	.23711	.18768
Q9SHBE	.67868	.06024	.12894	.04486	.22143
Q16SHBE	.64814	.13007	.21403	.05645	-.06114
Q22SHBE	.59253	.09450	.10758	.38035	.01280
Q31SHBE	.56259	.28766	.26249	-.12923	.18800
Q20SHBE	.53210	.15996	.33502	.25969	-.23327
Q17SHBE	.48661	.09590	.06384	.08589	.41875
Q15SHBE	.45782	.05971	.06347	.03395	.12419
Q1SHBE	.22735	.69635	-.08842	.21805	.90762
Q13SHBE	.10205	.68123	.25034	-.02070	.14602
Q25SHBE	.23030	.66820	.05004	.08743	.12517
Q34SHBE	.22432	.65183	.05421	-.14752	.26130
Q4SHBE	-.00351	.53410	.27987	.18957	.10588
Q24SHBE	.12220	.49464	.43303	.30857	.02146
Q3SHBE	-.02059	.39025	.19176	.37885	.11041
Q19SHBE	.05428	-.04391	.73872	.21209	.15154
Q18SHBE	.18078	.04178	.69169	.14094	.25167
Q23SHBE	.20842	.19522	.65544	.16395	.24286
Q27SHBE	.25681	.38698	.60924	.07153	.09822
Q35SHBE	.11570	.44724	.49087	.06814	.35846
Q30SHBE	.40868	.37674	.43990	-.31575	.14875
Q5SHBE	.23268	.30817	.38794	.00937	-.07419
Q28SHBE	.30352	.34362	.38332	.33646	.11570
Q6SHBE	.19208	-.07057	.14540	.66677	.05846
Q21SHBE	.27143	.12143	.51600	.53772	-.01131
Q2SHBE	.39863	.37459	.02612	.46583	.04061
Q33SHBE	.39071	.21139	.18540	.44825	.19892
Q14SHBE	-.02216	.12848	.16391	.35749	.25885
Q12SHBE	.15497	.07711	-.01451	.32701	.29491
Q10SHBE	.11475	.07989	.10115	.09891	.68534
Q7SHBE	.10271	.11630	.13065	.18187	.67571
Q11SHBE	.13214	.20954	.33096	-.23321	.52021
Q32SHBE	.15591	.39229	.26564	.31204	.43199
Q8SHBE	.20588	.24930	.21375	.29060	.35948

## APPENDIX H

<u>ID</u>	<u>FACAS1</u>	<u>FACAS2</u>	<u>FACAS3</u>	<u>FACAS4</u>	<u>FACAS5</u>
1	-.69561	.65493	-1.13525	-.40477	2.28126
2	.01381	-.26224	-.14902	-1.71598	-.39700
3	.61030	-.13204	-1.01310	-.16895	-.38229
4	1.07670	.82755	-.05897	.84047	.48175
5	-.98860	-1.03400	.10959	-1.11945	-.53152
6	-.58262	.87016	-.22482	.12094	.64227
7	-.65454	-.26928	-.93105	-.71821	.44078
8	.07254	2.14485	-.10024	.44572	.19448
9	-1.05268	.09907	-.14022	-.42900	.61857
10	.36408	.75015	.46691	-1.08658	1.66546
11	-.20273	-.74269	-.05255	.55064	1.58909
12	-.05445	-.39810	-.55792	.56746	-2.16362
13	-.68997	.21574	-.63518	-1.11220	-.81665
14	1.56297	1.35056	-.12500	-.15183	-1.14769
15	-.69447	.26502	.98207	.09136	-1.20741
16	.06251	.03490	2.23142	1.35278	-1.37602
17	.02951	.46644	-.00431	-.62912	-.06008
18	-1.30913	-1.06389	.45676	.67201	-.11175
19	-1.17606	-.32410	-.61927	.57518	-.26898
20	-.77180	.20424	-.60015	.40456	.71287
21	.69352	-.75909	-.99711	1.08046	-.29319
22	-.22946	-.24851	.09041	.22682	-1.24393
23	-1.93626	-.09816	1.86186	1.93939	1.11206
24	-.47309	.09891	-.29450	-2.97707	.14304
25	1.21186	.10196	.26249	-.59369	-.49287
26	.78344	.08906	-.64797	.98457	-.10278
27	.22796	.85606	-.63456	1.49276	2.55271
28	.04729	3.50193	-.84764	-.35370	-.64027
29	1.50332	.52780	-.14320	.35574	-.33376
30	1.42176	1.13225	-.82914	-.10888	.74144
31	.03872	-.28505	-.50958	.56497	.25841
32	-1.22992	-.39219	-1.10057	-.89542	-1.07817
33	1.46929	-1.16965	-.61194	-.59884	.38399
34	-.05335	.95887	1.35868	.68029	.19190
35	.10530	.24843	.12684	-.07063	1.38291
36	-.52953	.67505	.43381	1.74412	-1.45730
37	-.63091	-.39033	.81155	1.02644	-.67387
38	-.92685	-.01932	.26258	-1.13099	.52667
39	-.38762	-.83695	-.96914	.73798	1.54056
40	-.23417	-.37353	1.17316	-.41715	.57234
41	-.56077	-.50724	-.90786	1.06464	1.06030
42	1.48043	.20764	-.18783	-.34507	.75874
43	1.35807	-.93045	-.36495	-1.47350	-.46468
44	-.77023	-.22710	.53086	1.34084	1.21487
45	1.46471	-.21107	1.57506	-.94372	.29906
46	-.91150	-.02317	-.31253	-.52362	.06836
47	.81029	.59278	-1.57672	1.34555	.12238
48	.95865	-.82567	.12479	1.20774	.67397
49	.12824	-.50809	-.22283	1.28961	-1.67753
50	-1.31198	-.79556	-.40759	-.72732	-.69763

<u>ID</u>	<u>FACAS1</u>	<u>FACAS2</u>	<u>FACAS3</u>	<u>FACAS4</u>	<u>FACAS5</u>
51	.17115	.93923	-1.94345	1.93926	.18796
52	.82755	-1.48478	.90248	.18424	-.52552
53	.73492	3.21500	1.84310	.55272	-.41735
54	-.30188	-.30258	1.24130	.28516	.39895
55	-.09386	-1.29056	.07446	.80446	1.61452
56	1.73902	.04220	1.54615	.75811	-1.39680
57	.18578	.31692	.68015	-.28183	-.21666
58	-1.00221	-.46311	1.05579	.31936	.40262
59	-.12351	.06500	2.17003	.54850	-1.03641
60	2.27115	-1.92034	-.78683	.88848	1.32775
61	-.23409	-1.13497	-1.39178	-1.47795	-.54737
62	1.44497	-.47022	.78184	-.61649	-.36450
63	-1.26563	-.44347	2.67669	-.62315	-.53131
64	1.90669	-1.36235	-2.15715	2.38363	-1.47866
65	-.60665	.13377	-.58273	-1.44462	-.55128
66	-.99802	.18756	-.66932	-.96217	-.07523
67	-.43258	.34108	.68380	-.46253	-.35040
68	-.23573	-.13915	-.04769	-.27795	1.25982
69	2.40321	1.42795	-.10858	-.73649	1.49707
70	-1.52542	-1.31946	-2.04197	.24211	2.12080
71	-.77261	.84914	-.36414	-.49846	.01839
72	-.40952	.42319	-1.43916	-.70328	-.18291
73	-1.44564	-1.19770	.09776	1.74002	-.65936
74	-.45880	-.95176	-.37506	-.94025	-1.18909
75	2.20791	-.23830	-.24586	-.86217	-.70675
76	.05420	-.24703	-.29069	-.63598	-.90607
77	-.57787	.54740	-.41163	-1.02260	.44526
78	.92679	-.18025	.77589	.35141	-.59870
79	-.97236	-.43154	-.65547	-.06058	-.25800
80	.64697	-.72664	-1.37830	.78558	-.64154
81	-.93092	-1.18142	.83180	.52018	-.56143
82	-1.46175	.86909	-.41915	-.65946	-.40023
83	-.64478	-1.18044	1.51700	-1.45256	-1.06035
84	-.11985	-1.20655	.77964	.34189	-.15133
85	.63590	-.37810	-.17105	1.32508	.61407
86	.15749	-.53021	.47070	-1.62583	-.56426
87	-1.77818	-.03984	.04401	1.09458	-.46227
88	1.10981	.57093	1.02805	-.97393	.40962
89	.20853	-.89845	-.73980	.15196	.59867
90	-1.06677	-.55931	-1.03634	-1.06667	-.82843
91	-.03909	-.19989	2.51763	-.53748	-.40272
92	.21083	2.23399	-.05416	1.88957	.50788
93	-.50343	-.49764	.43076	.39972	1.37656
94	.56846	-.72792	1.28323	-.67164	1.21145
95	.24214	.95465	-.83481	-1.27996	-1.17719
96	1.74404	-.25986	1.08064	.14641	-1.64890
97	.09814	-.81514	-.26258	.45949	-.11083
98	1.44831	-.20538	-1.02223	-.27012	.16359
99	-.99513	-.38340	-.51358	.87188	.61859
100	-1.20318	-.00856	-.32758	-1.02299	.00346
101	-.99803	.27486	-.66082	-1.20968	-.07102
102	.64190	-1.93191	1.49658	.12358	2.42751

<u>ID</u>	<u>.FACAS1</u>	<u>FACAS2</u>	<u>FACAS3</u>	<u>FACAS4</u>	<u>FACAS5</u>
103	-.53090	1.31522	-.26635	.64400	-.20535
104	.91400	-2.24930	-.37295	2.41722	-.43586
105	.32093	.69040	-.49184	1.37076	-.75539
106	-.19984	2.58236	1.22817	.79706	2.38992
107	-1.97538	2.26977	-2.33583	1.86604	-.74395
108	.16946	-.30624	1.29959	.62242	-.81932
109	-.42662	-.09005	-.05315	-.64431	-1.14904
110	-.61028	.20775	.00830	.08703	-.24592
111	.52700	-1.05621	1.49216	.33404	1.27980
112	-.55721	2.51973	2.09939	-1.16283	-.66566
113	-2.64194	.39301	2.45308	.68668	.44343
114	1.56893	2.40784	-.93686	-.68817	-2.40991
115	1.38409	-.27372	.12297	-1.35720	1.89818
116	.20310	-.48789	-.28196	1.08214	-.73258
117	.96364	.44052	-.14444	-1.21084	1.90937
118	.08159	.85745	.21669	1.90253	-1.18827
119	-1.11067	.11333	-.77514	-.68866	-.16089
120	.79230	.37434	-1.06445	.14892	-.57652
121	-.25828	-1.42658	-.95746	-1.29508	-.92591
122	-.77274	-.32690	-1.00975	-.91163	-.06819
123	.32432	-1.08370	-.45520	.51938	.73175
124	1.22464	-1.07979	1.15397	-1.52237	1.08540
125	-1.00245	-.37909	-1.47050	-1.28014	-.64335
126	-.40445	-.31809	.32320	.83771	-1.21461
127	-2.33934	1.30943	-.21267	-.41889	.85294
128	.84735	-.68338	-.00996	.96617	-.75577
129	1.65315	1.85757	.24833	-.36359	.56006
130	.31003	-.46861	.35770	-.82837	.42501
131	.49256	1.43479	-1.25517	-.16638	1.92313
132	.12659	-.19444	-.62105	.09583	-1.52428



## APPENDIX I

<u>ID</u>	<u>FACH1</u>	<u>FACSH2</u>	<u>FACSH3</u>	<u>FACSH4</u>	<u>FACSH5</u>
1	.35803	-.76671	1.85406	.41588	-1.22564
2	-.59010	.23763	1.58172	-.21613	-1.20940
3	.23986	.34537	.21274	.44337	1.14464
4	-.16962	-1.05852	1.03816	-1.86342	.86621
5	.36248	-.29813	-.76789	-.78533	-.37515
6	.35574	-.37511	-1.06127	.24130	-.87815
7	.73323	.90957	.05595	.14156	1.55429
8	-1.36342	-.32101	-.40657	.04076	-.59677
9	1.09628	.83393	-.46620	-.11685	1.22011
10	-.54146	.48390	1.07508	1.74527	1.65626
11	-.01459	.68674	.05842	2.03840	.23221
12	-1.60585	-.62706	-.46703	-.14174	-.80302
13	-1.60585	-.62706	-.46703	-.14174	-.80302
14	-.75154	.51613	.68657	.49480	.31060
15	-.94606	-.70164	-.50422	.75584	.15303
16	1.59491	-1.01814	.13739	.10295	.16151
17	.51307	.23223	1.48614	-1.48956	-1.15135
18	.68223	-.15042	-.29865	-1.37168	-.57629
19	.41577	-.60173	-.58810	.62120	-1.28352
20	.05155	-.49693	.66646	.30967	-1.76024
21	-.01867	-.99727	-.55619	-1.14724	-.03742
22	-.24804	-.42673	-.33831	.21358	-1.28943
23	.06713	.29846	-.10872	-2.16610	2.31111
24	-2.02006	6.54879	-2.28634	-.98059	-1.49247
25	.42746	-.35810	1.31910	-.77846	.65852
26	-.23020	-1.22695	-1.59151	2.54503	1.35634
27	-1.67102	-.53528	-.54442	.29576	-.58072
28	-1.59823	-.19943	-.58293	.12057	-.59097
29	.26427	-.62588	.92236	-1.04652	.45876
30	-.05647	.74121	-.19541	-.46096	-.95141
31	1.02344	.40436	.72922	.54895	1.30107
32	-.65838	-.87681	-.66656	-.34571	-.71805
33	.29047	1.32889	-.04432	-1.02909	-.05699
34	.45982	1.72289	-1.03468	1.08764	1.09581
35	-.31633	.33728	.70534	.40295	1.20594
36	2.74445	.77646	.12191	.40295	1.20594
37	-.79556	-.36982	-.44177	-.46537	.03801
38	-1.38938	-.32223	-.53049	-.51314	-.28230
39	.63803	.11657	.60621	1.54497	.57867
40	-.25485	.67404	1.32810	1.08982	.72927
41	-.86945	-.97380	-.62438	-.36558	-.24306
42	-.73769	-.31605	.26366	-.41012	-1.02268
43	-1.11290	.02521	.13148	-.95794	-.26607
44	-.11000	-1.41749	-.45924	1.27171	-1.05755
45	.93084	.09740	-1.40613	-.80829	-.02535
46	-.31828	.66386	1.42773	1.68642	.27769
47	-.37736	.82539	-.44759	.41923	.96367
48	.12015	-.10329	-1.49550	-.32964	.88874
49	.01997	.26675	-.55222	-.71455	-1.23913
50	.05960	-.88953	.20516	-1.03137	1.40784
51	.56859	-1.85748	-.04778	2.07226	-.98564

<u>ID</u>	<u>FACSH1</u>	<u>FACSH2</u>	<u>FACSH3</u>	<u>FACSH4</u>	<u>FACSH5</u>
52	-.79540	-.44348	.68697	.72845	-.85519
53	-1.60585	-.62706	-.46703	-.14174	-.80302
54	.56556	1.02661	.82130	-1.67473	-.20806
55	1.51042	-.51180	-.04340	1.85294	1.55560
56	1.15005	-.98921	-1.32701	-.77552	-.11656
57	-.57721	.83823	1.32823	1.57105	.52598
58	-.48480	-.83217	1.14603	.55247	1.35423
59	-.59166	e.16219	.89866	-.30439	-.45439
60	-.64809	.12737	.03585	1.19288	-.08139
61	.35449	-.86401	-.85722	-.71978	.10037
62	.56632	-.21516	-1.06655	1.65758	1.61552
63	-.43875	1.73652	-.43468	.16278	.80375
64	.49952	-.81856	.53249	-1.30622	-1.64871
65	.27679	.04943	-.71760	-1.45264	.61093
66	.01682	-.39662	-.31046	.67956	-.67514
67	.27618	-.35950	-.52145	.42096	-.49010
68	-.11113	.03653	-.75836	-.83855	-.71050
69	-1.05632	-.85274	-.55958	-.32901	-.64210
70	.82764	-.05858	-2.76824	.56215	2.49634
71	-.20812	.34164	1.82480	1.33262	-.85887
72	.44419	.65651	.30422	-1.01678	-.58867
73	-.39584	-.54429	-.99200	-.33387	-.76251
74	.62918	-1.17008	-1.00038	-.53937	-.36659
75	-.23559	.39215	-.64614	.07483	.14234
76	-.41014	.09521	1.90239	-.90239	-.53561
77	.63469	.90460	-.55829	1.00263	-2.03869
78	.93327	-.95493	-1.06621	-.44427	-.00204
79	.95684	.24928	-.38829	-.48381	-.98508
80	1.01624	-1.25351	1.12280	-.28447	-.26339
81	.37705	-1.20724	2.01052	.24449	-.06249
82	-1.39309	-.80236	.17666	-.72709	.84041
83	-1.71743	-.60909	-.42796	.37458	-.10539
84	.21551	.51187	1.41851	-.60771	-.43428
85	-.05413	.14669	.71869	.40922	-1.22875
86	-.27673	.22598	1.01527	-.62497	.29219
87	.45167	-.09974	.61782	-.80602	.64801
88	2.31569	-.93593	1.05925	-1.04096	.61891
89	1.44488	.18423	.73312	1.06014	1.03874
90	-.54422	-1.07876	-.40667	.09238	1.05437
91	-.89798	.16016	1.46087	.91699	.28041
92	.44229	-.65350	-1.40507	.11565	-.15065
93	2.29307	1.78814	.66765	1.01884	-1.36302
94	-.12249	-.22879	1.54422	1.05699	.17177
95	-.05680	-1.33725	-.30905	-.40092	.04278
96	.06479	-.86388	-.04880	-.36172	3.27435
97	-.84216	-.25258	.34437	2.34251	-1.27682
98	-1.63456	1.94456	-1.05612	.89380	.72344
99	-.21277	.88493	-.61578	.56793	.02114
100	-.68585	.88302	-.63475	-.64773	.97297
101	.32721	.17001	-.72259	-.94659	-.93937
102	-.02092	1.48556	.87310	1.54665	-1.09428
103	.37422	1.13680	-.71325	2.24024	.97674

<u>ID</u>	<u>FACSH1</u>	<u>FACSH2</u>	<u>FACSH3</u>	<u>FACSH4</u>	<u>FACSH5</u>
104	-.11307	-.52288	-1.33788	1.09588	.55851
105	.61188	.54345	1.43609	-.24436	.74925
106	-.96193	-.62495	-.98467	.31052	-.22011
107	1.20613	-.57221	.98712	-.14292	.22646
108	.13771	.15184	1.29279	.61288	.76069
109	1.17184	.23850	1.84111	-.10310	.05745
110	1.63053	.59279	-1.36750	-.62550	2.00432
111	-1.16480	-.98021	1.98187	-.27906	-.51191
112	-.87535	-.37396	-.68800	-.01854	.22218
113	.65368	1.35434	.89054	-1.53490	-.62785
114	-1.33109	-.73993	-.51331	-.23537	-.72256
115	-.16213	-.03699	2.00605	-.63110	-.31663
116	-.73079	-.57829	-.40798	-.50318	-.65121
117	5.55867	.77561	-2.00366	1.59754	-3.30967
118	-.58241	.33015	-.47987	-1.29646	.06188
119	-.60090	-1.00915	-.88595	.11714	-.20745
120	-.29132	-.46846	.70105	-.59189	1.28473
121	.02812	-1.35719	-.51190	.50107	-.12173
122	.60987	.13718	.20640	-2.59450	1.65849
123	.02444	.87393	1.07436	1.62067	.86865
124	-.86664	.03711	1.57313	.11134	-.49852
125	-.30080	-.56810	-.21586	-.94790	.11781
126	-.75733	-.21044	-.72579	-.80482	-.12740
127	1.48417	-1.09883	-1.41409	.82170	-.95288
128	-.46844	1.49310	-.97968	-.49846	1.26847
129	.04921	.71149	-1.27560	-.42519	1.24306
130	-1.60585	-.62706	-.46703	-.14174	-.80302
131	.90049	1.13594	1.16568	-.92395	.22252
132	.05359	.06223	-1.06253	.65534	-1.32537